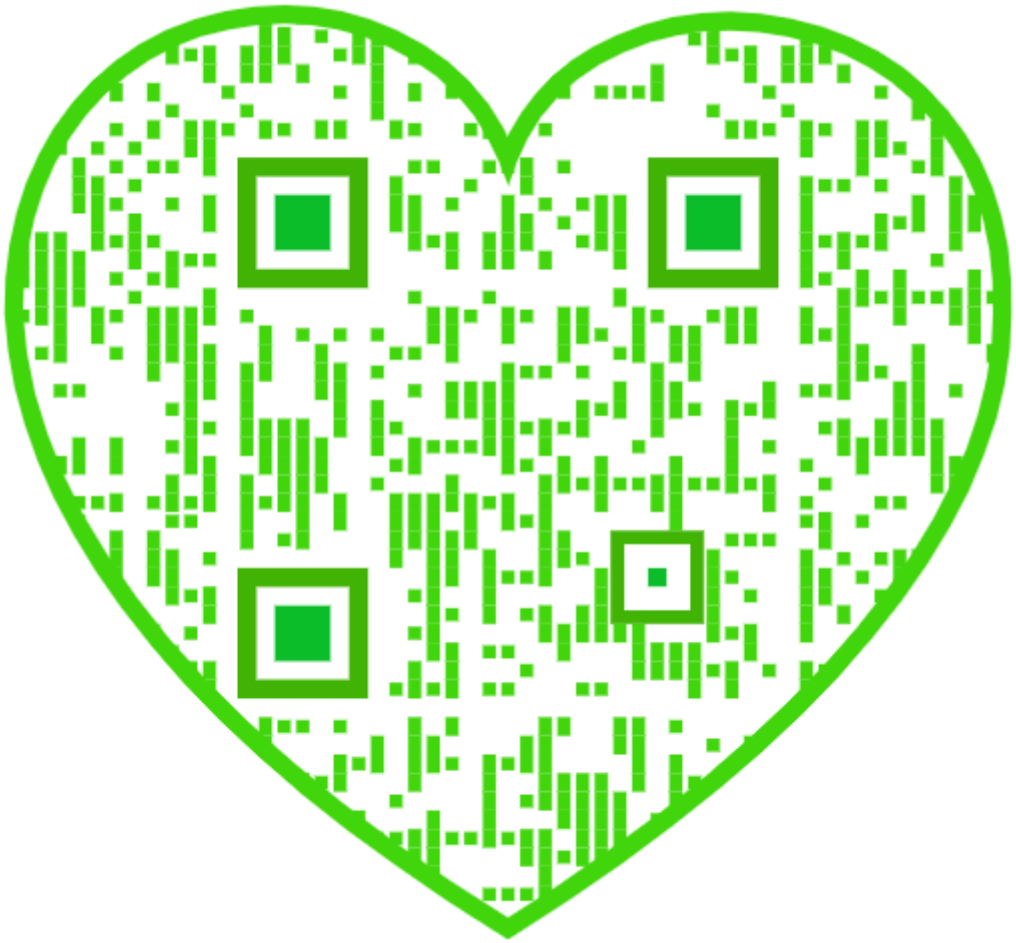
CIVICS FOR NEW AMERICANS

HILL AND DAVIS



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Civics For New Americans

BY

MABEL HILL

INSTRUCTOR IN SOCIAL SCIENCE, DANA HALL SCHOOL
WELLESLEY, MASS., AND
ROGERS HALL SCHOOL, LOWELL, MASS.

AND

PHILIP DAVIS

FORMERLY OF THE CIVIC SERVICE HOUSE, BOSTON
EDITOR IMMIGRATION AND AMERICANIZATION

"America is Another Word for Opportunity"

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FOREWORD

The spirit of democracy is finely expressed in the everyday "give-and-take" relations between American teachers and new Americans, young and old. Reading, conversation, discussion, and question and answer very naturally result in that free exchange of ideas and ideals which is the best guaranty of true assimilation — the blending of all that is best in the old and in the new world. The democratic idea of education for all new Americans demands that their experiences here shall be so interpreted in the classroom that they may understand their environment and adjust themselves to it; and that they shall be taught how to take part in the activities of the social and political community.

The authors of *Civics for New Americans* are fully aware of the difficulties which in the past have made education for immigrants a real problem. Recent studies of social conditions have emphasized the necessity of explaining the situation to our future citizens, now newly arrived from all parts of the world. This book, therefore, attempts to set forth the work that is going on in many American cities to better both social and political conditions. Thus the newcomers may discover not only what is being done for them, but what they are expected to do for themselves and for their fellows. The book challenges every new American to affiliate himself with the constructive element in his

new country. The lessons suggest not only how to take advantage of the many educational opportunities open to him, but how to coöperate in movements and with organizations designed to promote better citizenship.

In language *Civics for New Americans* is simple enough to meet the demands of the average new American who has fairly mastered the rudiments of the English language. As to subject-matter, it will at once appear that these lessons are intended for mature and thoughtful people; they are nevertheless concrete, and easily to be understood and interpreted from everyday experience. They are so arranged as to lead the student on to a broadening conception of American life: they begin with duty to home and neighborhood, and conclude with duty to city, state, and nation. *Civics for New Americans* is designed to form a consecutive course with the two books of *English for Foreigners*, by Sara R. O'Brien.

The lessons may be studied in classes whose teachers will amplify the text, or they may be read and discussed in the home. In either case a good method of study is: *First*, read the text with care in order to gain the main thought. *Second*, re-read the text in connection with the questions accompanying each lesson. *Third*, discuss the questions and enlarge upon their thought without further reference to the text of the lesson itself. This third approach should be guided by the teacher. The discussion will not only lead to a broad understanding of local conditions, of the opportunities offered, and of the coöperation needed, but

through its informal tone to that conversational command of the English language which it is so necessary for new Americans to acquire. Written lessons upon the topics discussed will assist greatly in developing literacy.

The following answers to a typical question illustrate the unusual opportunity for spirited discussion which the lessons afford: —

Question: "What do you think constitutes a good citizen?"

Answers. These will doubtless include the following ideas: —

"He must be an honest and truthful man."

"He must stand for law and order and justice."

"He must take an active interest in the affairs of his neighborhood."

"He must stand for his rights."

"He must send his children to school."

"He must be willing to pay taxes."

"He must investigate what candidates for office are fitted for the positions."

"He must try to cast a wise and honest vote."

"He must try to change unwise legislation."

"He must accept the decision of the majority."

Such an interpretation of the text under the guidance of the teacher will give an impetus toward ethical as well as toward political and social progress. It is assumed, of course, that the teacher will be a well-trained student of civics, and vitally interested in the work of community service. *Preparing for Citizenship* and *Govern-*

ment and Politics in the United States, by William B. Guitteau, will serve the teacher as authoritative reference books; and *The Teaching of Civics*, in the series of Riverside Educational Monographs, will be found suggestive, especially when dealing with community activities.

The joint authorship of *Civics for New Americans* has the advantage of combining the point of view both of the foreign-born American and of the American teacher whose traditions and inheritance are thoroughly established. The experience of the one, in preparing for citizenship large groups of immigrants in several cities of the United States, and of the other in teaching and supervising pupils in normal and practice classes, has resulted in the proper appreciation both of what subjects should be presented and how they should be laid before the students.

It is hoped that this book will be helpful both to the teachers of new Americans and to the new Americans themselves; and that from intimate study and discussion of social and political conditions in communities into which thousands of immigrants are constantly entering, there will develop better standards of living, clearer understanding of the opportunities of democracy, and higher ideals of citizenship.

Mabel Hill,
Philip Davis.

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CIVICS FOR NEW AMERICANS

CHAPTER I

INTRODUCTION TO OUR COUNTRY

Lesson I — A Welcome to Newcomers

To you, the sons and daughters of many lands, this country gives a royal welcome. You journeyed from afar for many days; you doubtless labored for years to save enough money for the trip. You bade good-bye to those near and dear to you — your relatives, your friends, your fellow workers. You may have given up a good business or a good position, in order to come to the United States; perhaps you sold your home or farm. In any case, you made some sacrifice and you may have suffered much to reach this country. Because of your courage and your faith, and the effort you have made, you deserve a cordial welcome.

This country has had occasion to welcome many races. They have come from all parts of the world. At the outset of its history the English, the Dutch, the French, the Spanish, and the Swedes came in large numbers. The Germans and the Irish soon followed. Next came the Jews and the Italians and the French Canadians. At present the Slavic and Asiatic races are following the others to these hospitable shores. Although our immigration laws grow more and more strict, and

THE END OF THE VOYAGE

exclude and deport large numbers of immigrants every year, it is true that hundreds of thousands from foreign countries are allowed to land annually. Those who are admitted must stand the rigid test which the Immigration Boards of Inquiry apply to every newcomer desiring to enter the ports. Those who have thus been pronounced as fit to enter the country are generally able-bodied people and willing to work. For all such persons this country is the land of opportunities.

The first thing you did after settling in the new home was to find work. Next you discovered that there were schools, free schools, at your service. You discovered also that citizenship was open to you as soon as you could qualify through naturalization. Having found

work and schools and the prospect of citizenship, you learned further that there were new rights and new duties which go hand in hand with the rights and duties of citizenship. The privilege of voting is the highest gift which the nation offers to the newcomer. It brings with it serious obligations. A republican form of government can never be any better than the citizens who elect the representatives. The citizens of this country are asked to vote intelligently, to serve their country, and to ask nothing from it for which they are not willing to give full return as good citizens. Learn to take pride in this country. Remember that it has welcomed you when you entered, a stranger within its gates.

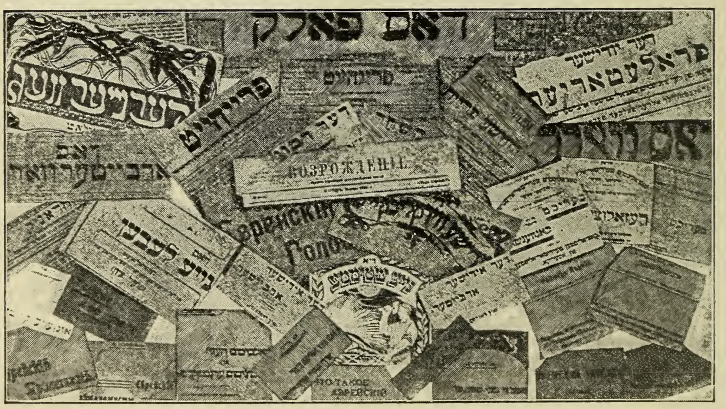
Lesson II — Learning the Language

Learning the language is the immigrant's most immediate need. Without the English language one might as well be deaf and dumb. You may know French and German, or Russian and Hebrew, yet without the language spoken in the United States you will be helpless. You need it as a means of finding your friends when you are traveling, and when looking for work. Even though the immigrant is spoken to in his own language, he will find it so full of English words he will hardly understand his own people who have lived in this country for several years. All money values are, of course, expressed in English, and so are street directions and warnings and danger signals. Hundreds of misunderstandings are due to the failure to read such signs.

You not only need to know English in order to find

work, but also to be able to understand your instructions after you begin to work. Many jobs will be refused to you if you are unable to understand English. The same is true of advanced positions and new openings if you do not learn to speak good English after you have been in the country for some time. You will need the English language in case of trouble. To depend even on one's own children who have learned to speak English in the public schools is not enough. Many misunderstandings are due to ignorance of the meaning of words.

There are two classes of people, the literates, or people who can read in their own language, and the illiter-



NEWSPAPERS IN MANY LANGUAGES

ates, who cannot. The man who reads in one language will find it easier to acquire another. All languages have much in common. The literate immigrant ought to get the habit of reading a newspaper daily. If you read the news in your own language, buy an English paper and

compare the same items of news. Very soon you will master enough words to use a simple English dictionary. You should carry a pocket dictionary with you always. Read the signs in the cars and on the street signboards. Use your eyes. Also try to think in English. Listen carefully to those who are talking around you. Hundreds of literate immigrants pick up the language in six months by trying to talk with others. Go to school as often as you can, and as long as the school is open. When you cannot go to a day school, attend an evening school, if there is one. The evening school is the hope of the adult immigrant. There are free evening schools in nearly every large city for at least a part of the year.

Illiterate immigrants are compelled in many States to attend public schools either by day or in the evening. There are strict laws in almost all the States which require such attendance.

In the smaller cities and towns where there are no regular evening schools, classes will often be organized by the School Board when a request is made by a group of twenty or twenty-five immigrants. It is always possible to get private instruction either free or at a small cost.

As soon as the language has become at all familiar to the immigrant he should be urged to train his ears and eyes constantly, and in the home to practice reading, writing, and spelling every day.

Questions

How long has it taken you to acquire the English language?

Do you note how often a word in your own mother tongue is almost like a word in the English language?

Which has helped you more, the drill in the evening school, or your talks with English-speaking people?

Lesson III — How to find Work

When day after day you began to look for work, you realized how important it is to learn the language. You may also have realized the urgent need of learning a trade. At the outset a newcomer should try to find work among his own people at his own trade. This will help him to become accustomed to habits and manners in the most natural way. And if you have a special trade or are a skilled laborer it will pay you to advertise in a newspaper published in your own language. Often you will find a notice under the heading "Help Wanted." These advertisements are also in the daily papers in English. Any friend will be glad to read you these papers and explain to you the notice. Especially if you are trained, you may at the outset be able to find work at once through the aid of newspapers. For example, if you can teach French or German, or give violin lessons, you may be able to earn your living until you find other employment, or to add to your regular wages.

There are employment agencies, both public and private, which find work for people. Some cities have free employment offices. The United States Government maintains a department which gives free advice how to

find work in various parts of the country. In reply to an inquiry sent to the Division of Information in the Bureau of Labor at Washington, D.C., you will be informed of different kinds of work, such as work on farms, in lumber fields, in factories, or in domestic service.

There are also various immigrant societies and social settlements which have free employment bureaus for the benefit of newcomers and others who are looking for work. Very often the quickest way to find work is by joining the union of a particular trade. Indeed, in some instances, a man is unable to get work without a union card. The most natural way to get a good job at the outset is through your friends or relatives, who are always ready to help their friends from across the water.

Your first job in America will hardly be a lasting occupation. You will find it wise and indeed necessary to take at the start any work that offers itself. In the mean time, make an effort to learn a good trade or to find steady employment in a business which has promise in it. There are industrial schools in many cities which teach various trades, and there are business schools. There are also continuation schools which teach certain trades during working hours. Some business firms maintain schools for the purpose of training the worker for gradual promotion. For certain classes of immigrants who have worked on farms, better opportunities can be found in the country than in the city. It is well for those who care for farming to decide soon whether it is not better to go into the country. After a year or two, it would be hard to change from one kind of work to

another. It is, therefore, best for you to make up your mind what you really want to do for your lifework. Much depends on your choice, and many things must be kept in mind — your age, your strength, your special fitness, and your previous experience.

Never give up even a poor job without immediate prospect of finding a better one. Instead, train yourself for a better job as fast as you can. Keep your eyes open for any opportunity that may arise. America is full of opportunities. You may find yours in business or in agriculture or in the factory. Some of the great successes in business were made by immigrants who began as peddlers with packs on their shoulders. The mail-order business and the country department stores have greatly reduced the chances for such success among immigrants to-day. However, those who are trying to make a start by peddling their wares may be adding to a little bank account which by and by will grow into something worth while. The habit of saving little by little every week in order that you may have a small fund with which to make a start in business for yourself, or to help you in sickness or when you are out of work, is of the greatest importance to you. Do not neglect this.

Questions

What kind of work did you do when you first came to this country?

Did you get the work through an agency or through friends?

Have you tried to better your job?

If it has been hard to find a better position, was it because you have not known how to better yourself?

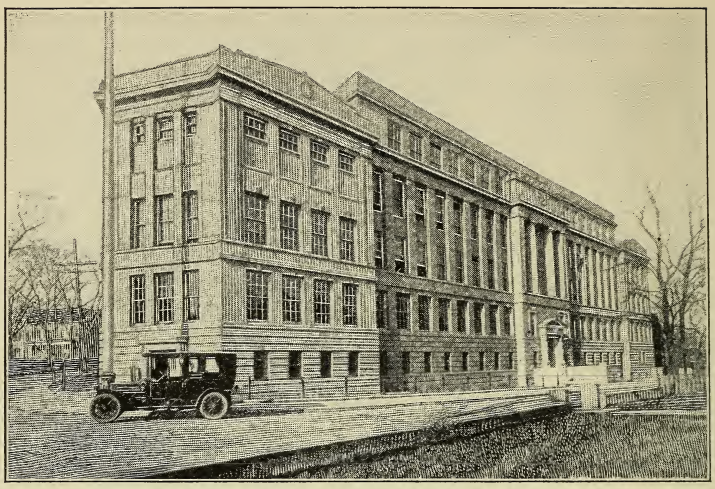
CHAPTER II

CIVIC OPPORTUNITIES

Lesson I — Public Schools

Among the first things you will wish to do after reaching this country will be to learn where you yourself can go to school or where you can send your children.

Every immigrant has heard many stories in the old country about the free schools in America; you are eager to know more. You discover that in the ward of the city where you live there is a school building large enough for all the children who live in the neighborhood. You also learn that there are free evening schools held in these same buildings, where older people who work during the day may go and study the same lessons that are taught in the free day school. There are other interesting facts that you can learn about schools in this country. The privileges which are offered by schools that are called primary and grammar are many and important. So, too, are the privileges of the high schools which are attended by an ever-increasing number of young people. The children of immigrants unfortunately too often fail to attend the high school or even to finish the grammar-school course, because they feel they must go to work before they reach the upper grades. It is better if possible to stay in school until one is graduated, or at least to remain there until he has obtained vocational training, which will help him get employment afterwards.



THE GIRLS' HIGH SCHOOL OF PRACTICAL ARTS, BOSTON

A knowledge of cooking, house-keeping, and dress-making is a valuable part of a girl's education. These things, and many more, are taught in this school.

All children must attend school whether they are the children of citizens or aliens, and in many States attendance is compulsory up to fourteen or fifteen years of age. In most cities the books and materials, like paper, pencils, pens, and chalk, are free. The apparatus for experiments and for indoor and outdoor athletics is also free. So, too, are school libraries, museums, exhibits and collections which are made for the use of the children who attend the schools.

The schoolhouses are arranged to give the pupils the best possible seating, lighting, ventilation, and sanitation. Everywhere throughout the country, whenever a new school building is planned, the comfort of children is the first thought. Moreover, in many cities there are

school physicians who examine children frequently. In some schools there are nurses who assist the physician.

Generally, the immigrant children are better off in school than in the tenement homes. Because some immigrant parents do not understand how important an education will be to their children in later life, they often allow them to stay away from school. Truant or attendance officers are appointed by the city government who have charge of finding absent boys and girls and bringing them back to the classroom. If the children persist in staying away from school, these officers report this to proper authorities. The truant children are then sent to special schools where they are under strict supervision, and where an effort is made to interest them in learning a trade.

Almost all the States of the United States have made laws that children under fourteen years of age shall be obliged to learn at least how to read and write and spell and to work with numbers.

Questions

How are the public schools of your city supported?

Who pay the taxes?

How do persons who do not pay direct taxes assist in supporting the city government?

If the schools are owned by the city, why should the pupils be taught to care for the school property?

How much does it cost *your* city to educate a boy or girl if he attends every grade from the kindergarten through the high school?

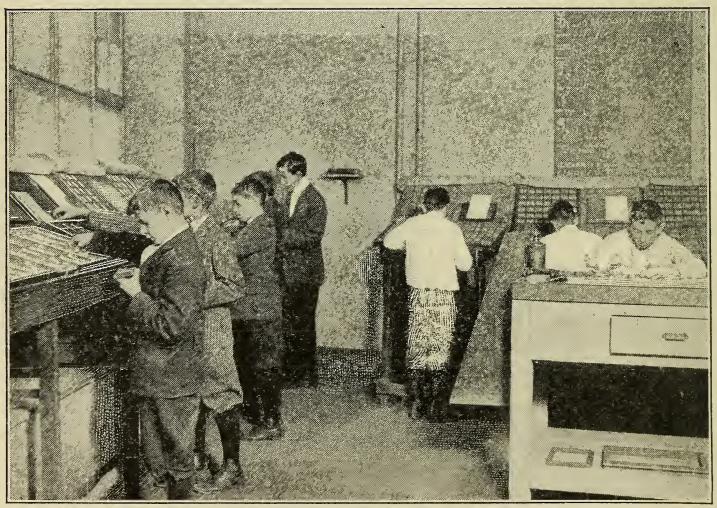
Does it seem worth while in the long run to spend so much money on each child?

Can you think of boys and girls who do not seem to value this gift of money from the city?

What can you do to help them see that the city is trying to give them a judicious education?

Lesson II — Special Schools

The high schools fit boys and girls for college, or for commercial work, or for industrial life. If you have children who cannot spend four years in the high school, and who wish to get immediately into trades, there are



BOYS AT SCHOOL LEARNING HOW TO SET TYPE

special schools provided for such pupils both during the day and in the evening. These are called vocational schools, domestic science and industrial schools.

Of late years continuation schools have been devel-

oped in some of the cities. The courses in such schools are planned to meet the individual needs of those who are already at work and are hoping to secure better-paid positions or to become better housekeepers. Attendance at a continuation school is now compulsory in several States. In fact, school laws are growing more strict in most communities. A rule that is meeting with favor in an increasing number of States is that all persons from seven to sixteen shall go to school. Illiterates, if regularly employed, must attend evening schools until they are twenty-one. In many States the law compels an employer to procure and keep on file a certificate issued by the Superintendent of Schools stating the age of each person in his employ and his ability or inability to read or write. If the employer does not obey this law he may be fined $100. The parent or guardian of such a person may be fined not more than $20 for keeping such a person from going to school.

Such laws may seem very severe to you who come from countries where education is limited to a few. To be thus forced, sometimes against your will, to learn to read and write and to spend your evenings in a schoolroom may seem hard, but in order to live in a free country where one has a right to partake in the government, it is very necessary that every citizen should know how to express his ideas in writing, and to have a command of the language so that he may read books and newspapers and speak readily on all topics which relate to the government in its many phases.

Questions

Is education compulsory in your State? — At what age? — For how many years?

What is the kindergarten?

What are elementary schools?

What is included under secondary schools?

What special schools are necessary to meet the demands of your city?

Why are continuation schools of such importance in factory towns?

Do you know of any schools where defectives are taught to be useful?

How can the blind, the deaf and dumb, the cripples be made useful as well as happy?

What difference is there between graded schools and ungraded schools?

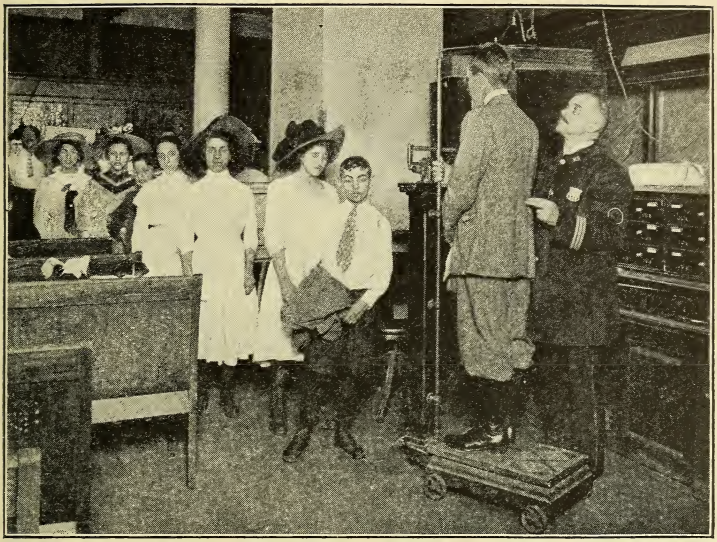
Why should agriculture be taught in rural districts?

What group of studies has helped you most in your work so far?

Which group has given you enjoyment and recreation?

Lesson III — The School Department

In every city there is a School Committee or School Board who attend to the business of the schools. These groups of men and women are usually elected by the voters. These boards have charge of the schools. They appoint superintendents and teachers and manage the money which is necessary in order to run the schools. The Superintendent of Schools is most important. Either alone or with his assistants he plans the course of study and adapts the studies to the needs of the pupils. In recent years many new branches of study have been added. The superintendent introduces these new sub-



Courtesy, Child Welfare Exhibit and Department of Health, City of New York

A BOARD OF HEALTH EXAMINATION FOR WORKING PAPERS

The Board of Health of the City of New York requires that all children between the ages of fourteen and sixteen shall have certificates of good health before they can be employed in business. Any employer who hires a child without such a certificate is liable to a heavy fine. This law is to protect the health of both the worker and the public

jects very gradually, in order not to disturb the work of teachers and pupils; but the new ways of doing things and the new subjects to be taught finally find a place in every schoolroom.

The Superintendent visits the schools and watches the work of both teachers and pupils. The working papers which every boy and girl must file on leaving school have to be signed by the Superintendent. He also has the care of the registration of foreigners, and sometimes it is necessary for him to write to the old country to verify the birth of a foreign-born boy or girl.

Questions

Describe the school system in your city.

How many men and women make up the School Board or School Committee?

How are they chosen?

Who is the Superintendent?

What are his duties?

Have you or your children ever had to consult him?

Are there assistant superintendents or supervisors in your city?

Are there special teachers?

Has your city a Building Committee that is constantly watching the school buildings in order to preserve the health of the children?

Does your city provide school physicians and school nurses?

Does your school coöperate with the public library?

Are your school buildings used as community centers?

Have you a civic league in your school?

What does it do?

If you live in a small rural community whose schools need more money than the town can appropriate, does the State give aid?

What do you know about the State Board of Education?

What is its special work in relation to public schools in cities? Its relation to rural schools?

What is the work of the United States Commissioner of Education in Washington? What problems may be solved by the city school which confront your children or yourself in coming to America?

In what ways do parents and the teachers in the schools strive to coöperate?

In your community is there a parent-teacher association?

If there is no such association, how could you organize one?

What obligation to the school on their part ought to be taught your children?

Should members of a class be made to feel that they ought to give as much as they get in the schoolroom?

What is meant by school spirit?

Lesson IV — The Home and School Visitor

In some cities where the School Board does not arrange for a "home and school visitor," such a person is often provided by citizens. Generally a woman is appointed to this position. She goes from the school into the homes and talks over the school work with parents. Fathers and mothers often treat their boys and girls very differently after the visitor has shown an interest in them. What has occurred at school may be explained to the parents by the visitor far better than if the children tried to explain it. Then, too, if children are doing particularly good work at school, the visitor will bring the welcome news into the home; and if anything has gone wrong she will so present the facts that the parents will be able to understand the teacher's point of view. The object of the home and school visitor is to bring about a closer relationship between home and school so that the child may derive the greatest benefit.

Questions

Have you a home and school visitor in your school community?

If not, should you like to have one appointed?

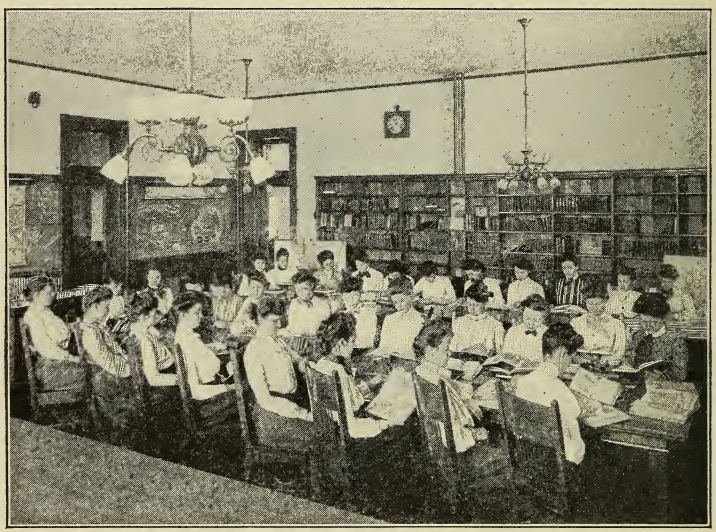
Can you see the value of such a person's work?

If you have one in your community, can you give instances in which she has been of great value in particular homes?

Lesson V — The School as a Neighborhood Center

Did you ever visit a school in your neighborhood? In many cities schools are open in the evening as centers for recreation and instruction. They are free to all the

members of the community for any good use which can be made of them. A school used for such purposes is called a social or civic center. Here you will find friendship and recreation. There are clubs and classes for various objects. There are special lectures for parents under



A STUDY-CLASS IN A COURSE IN CIVICS
This is a recitation room in a large school

the auspices of fathers' clubs and mothers' clubs where many topics are discussed, such as health and housing and other educational subjects. The lectures to mothers are of great value to the whole community because they teach, possibly for the first time, not only what the mother may do in cases of illness, but how they may many times prevent sickness in the family. Thus they safeguard the home and neighborhood.

These centers also offer courses of amusements, either free or for small fees. These amusements are good for both yourself and your children. One object of these centers is to give parents and children a substitute for street life. If there is no center in your neighborhood, draw up a petition for one and present it to the School Committee of your city. Many neighborhood centers now established in school buildings were brought about in this way. Every immigrant parent owes it to his children as well as to himself to do all in his power to keep his children off the streets.

Questions

Have you a neighborhood center in your community?
How was it started?
What has it done for you?
Has it helped to improve the standard of the neighborhood?
What can the center do to abolish the cheap dance-hall?
In what way are the dances in the school center different from those in cheap public dance-halls?

Lesson VI — The Public Library

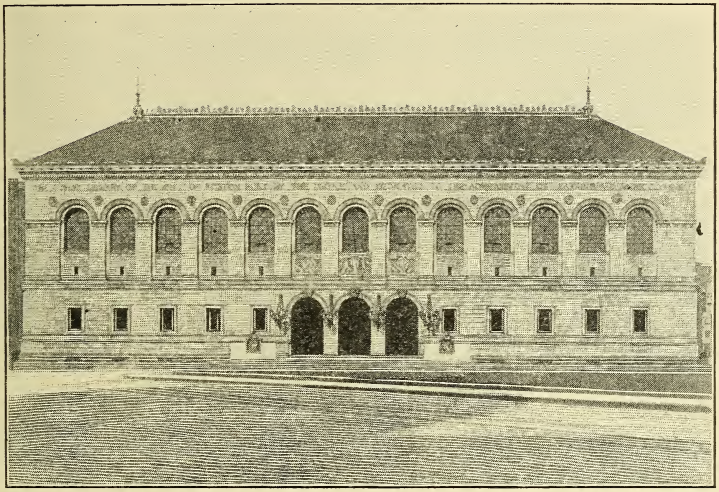
You would be surprised to find how many books and newspapers in your own language there are in the public libraries of this country. The libraries in the largest cities often contain books in ten or fifteen different tongues, and in the reading-rooms there are hundreds of different foreign newspapers. If you do not find books or newspapers in your own language in the library of your city or town, do not hesitate to ask for them. The public library is always willing to buy books or papers

which are called for by many readers. Often an immigrant society presents the library with a set of books properly chosen for the benefit of the immigrants in the community. Gradually the city buys more foreign books in order to make the collection more complete. Such collections must, of course, be representative of the different branches of literature, as well as of various languages.

Public libraries are useful at night when the working people are at leisure. In rainy or stormy weather a library properly lighted, heated, and ventilated is a great blessing. The larger public libraries have branches in various parts of the city, often with attractive reading-rooms which seat a hundred or more readers. There are also small private libraries and free reading-rooms maintained for special purposes or for special groups of people. Social settlements and neighborhood centers generally have these.

The circulating department of the public libraries enables you to take out one, two, or more books, generally for two weeks at a time. In almost all libraries the reader files his name with the librarian. A card is then given to him on which the library number of each book borrowed is recorded. The reader is held responsible if a book is injured or lost. Traveling libraries planned for moving from place to place in wagons or automobiles are especially useful and popular wherever they have been tried. Traveling libraries of foreign books are now organized in many cities. They are often used in camps of laborers.

The librarian is a very important public servant. He is often a spiritual guide in the real sense of the word. The librarian ought to know well the books he is advising you to read; and he usually does. He generally takes a very real interest in your particular educational pur-



THE PUBLIC LIBRARY OF THE CITY OF BOSTON

"Built by the people, and dedicated to the advancement of learning." The use of this library is free to all

suits and sometimes even helps you with your lessons. The librarian in the children's reading-room is most helpful in choosing the right books for all kinds of children. Oftentimes you do not know what books to choose to help you with an article which you wish to write or a debate in which you are to take part. No matter what the situation the librarian is ready to assist you.

The ideal librarian makes the library a neighborhood

center, through which local industries are interpreted and local improvements furthered. He will help to make the library a home for a camera club, or a debating club, or a study circle. He often goes further and arranges public lectures on topics of interest to the neighborhood, or he will even find material for an international song-fest, or a pageant, thus promoting patriotism and love of country.

Questions

To whom do the books of the library belong?

Why should great care be taken to record every book lent from the shelves?

Suppose these books were your own, how would you expect people to use them?

If a man dies leaving a large collection of books, would it not be well for his heirs to lend or give them to the city instead of selling them in second-hand bookstores?

How can you aid the librarian?

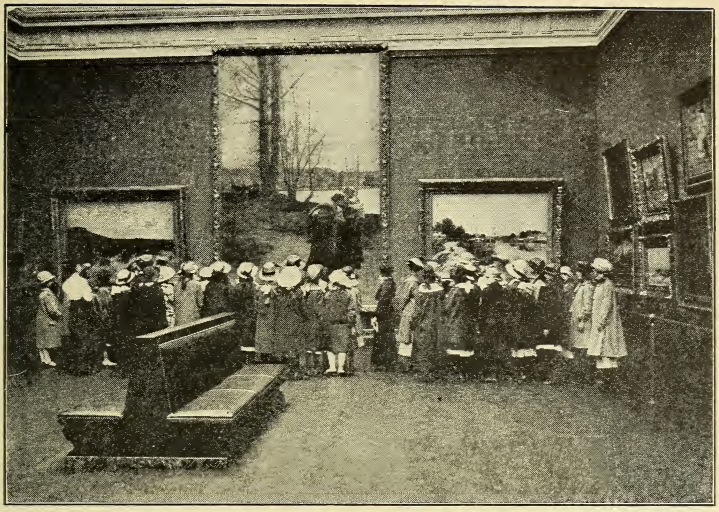
Why should librarians need to have the help of those who read the books?

How much do you use the reading-room in the public library?

Do you try to have your children read books and use the reading-room?

Lesson VII — Museums

Is there a museum in your city? Did you ever visit a museum? It must be a great pleasure to you to find in a museum in this country your favorite subjects in painting and sculpture. In many American museums you will find copies of the masterpieces of painting or sculpture which have been dear to you from childhood.



Courtesy, Boston Museum of Fine Arts

SCHOOL CHILDREN STUDYING A MASTERPIECE OF PAINTING

When you find the works of Phidias and Michael Angelo, you will tell your friends and neighbors about the museum, and they too will go and visit its many rooms in order to see what beautiful paintings and statues have been brought from the old countries across the seas. There are also many fine works by Americans.

The person in charge of the museum is called a curator. He is chosen because he knows all about the exhibits in the museum and he is ready to explain to visitors what they wish to learn. Most curators will guide you through the museum, and many of them enjoy telling you about the things in which you are very much interested. The curator is a valuable friend to those persons who during the long winter season enjoy frequent visits

to the museum. On a stormy Sunday afternoon the curator makes a delightful traveling companion, taking you on a visit to Egypt or Japan or Greece or wherever your interests lie.

Questions

Do you remember visiting art museums in the old country?

Compare the museums you have seen in the United States with those in Europe.

Do you enjoy collecting relics?

Have you brought any exhibits from the old country, any pieces of home-made crafts or specimens of copper or brass?

Lesson VIII — History of Museums

In early times the museum meant a temple of the muses, or the goddesses who in Greek and Latin mythology presided over song, poetry, and the arts and sciences. Thus it came to mean a place of study. In America museums are homes for beautiful relics and for collections of painting and sculpture. There are fine art galleries connected with the museums of most great cities. And sometimes there are schools connected with the museums where persons may study art. For workers in certain industries, certain rooms in the museums have much interest. Often a designer may catch a new idea by visiting a museum and noting some special exhibit which appeals to his craftsmanship.

The Semitic and Germanic Museums of Harvard University attract the races whose nations have given these exhibits to the University. There is a labor museum in Chicago at the famous Hull House Settlement

which has appealed to the industrial workers by reviving the arts of the Old World. Sometimes immigrant boys, who, being younger, naturally become more American than their parents in the same length of time, often thoughtlessly lose respect for them, for the time being. Suddenly, in a place like the labor museum, the boy discovers that his parents can do things with their hands which he would himself be glad to do if he could. Teachers take their classes to museums in order to illustrate the subjects that they are studying at school. Without such scientific and historic collections it is almost impossible to teach the children intelligently. Your child, born abroad, perhaps far inland, may never have seen the ocean except as he crossed it with you in his infancy; or another child, unacquainted with specimens of inland birds and flowers, may be at a loss to understand our American zoölogy and botany without the aid of specimens exhibited in the museums.

Questions

Explain the reason for the usual signs in the museum, "Do Not Handle."

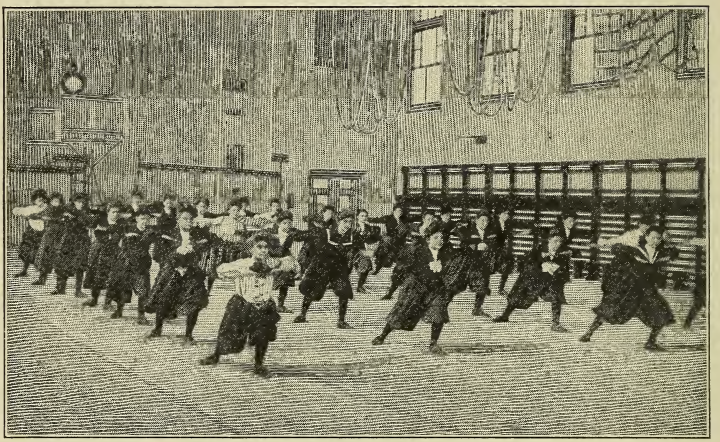
Are you encouraging your children and your friends to visit museums?

Have you ever helped to get up an exhibit of foreign products for any museum as a ceremonial exhibit of the arts and crafts of northern Italy, or Syrian pottery, or lace work?

Lesson IX — The Gymnasium

In nearly every city in America there are public or private gymnasiums. In Germany a gymnasium means

a high school or an academy; in this country it means a physical training school which undertakes to develop the body and to perfect the human organism. There are trained instructors for this important work. They can be as useful as teachers or any other public agents. You will do well to know the athletic instructor of a gymnasium personally. He will often keep you from quack



A GROUP OF YOUNG WOMEN AT GYMNASTIC EXERCISE

physicians and unnecessary if not harmful patent medicines. The advice of the athletic instructor will be most useful to you for correcting certain physical habits that you have acquired while working at your trade or in your business. The instructor will put you through certain exercises to develop the unused muscles, not called into play by your daily occupation. He can also tell you how to reduce your weight or to gain weight, whichever you should do to become normal. Go to him with your

physical troubles just as you would go to a doctor. You will find him a friend and benefactor.

The public gymnasium, managed by the city, is particularly important to new Americans. The immigrants who have come directly to city life from farms in Europe feel the difference after a few years. American city and factory life have dangers which must be guarded against. There are dangerous diseases which develop in crowded districts. More attention to health, therefore, is necessary in the United States than in the old countries abroad. The gymnasium is intended to help you keep well. If the gymnasium were as well known and appreciated by the newcomers as the schools are appreciated, many physical troubles would be mastered as easily as the language and the customs of our country.

Questions

Do you attend a gymnasium? Why?

Describe your gymnasium.

Do you try to teach the younger boys in the gymnasium to care for the apparatus?

Do you have any share in the payment of the cost of the gymnasium?

Compare the cost of a textbook and of a punching-bag.

Suppose you break a bucking-horse, what ought you to do at once?

Have you noticed any bad effects upon your body from your daily work?

Have you learned to overcome these by exercise?

Mention some substitutes for a gymnasium if there is none in your community.

How can you have a gymnasium in your own yard or basement?

If you have no place for a gymnasium, what exercises are good for you?

Why is walking the best exercise?

Would it not be better for you, as well as cheaper, to walk to your shop instead of riding in the street car?

Lesson X — History of Gymnasiums

Centuries ago the Hebrews, the Greeks, and the Romans discovered that there can be no sound mind except in a sound body. Each race and nation, therefore, in its own manner developed and fostered physical education, side by side with mental and moral education. This was done through games, races, field sports, and athletic contests famous in history. Thus even in early times athletic instructors were employed to train the youths for the great national sports.

During the Middle Ages this ideal of a perfect human body was partially lost. In many instances the body was treated with contempt, and physical self-torture was considered by some the most satisfactory method by which to ennoble the mind. The modern era, however, has recovered the classic idea of a perfect human form. During the nineteenth century there spread all over Europe and America the belief in physical training. The famous Swedish exercises were introduced in the schools and the Marathon races and Olympic Games were established as public contests. Very recently international folk-dances have become popular. American children, even on typical American holidays, are paying beautiful tributes to the European nations for having taught us to honor the body.

Questions

What race or nationality won special distinction in the last Olympic Games?

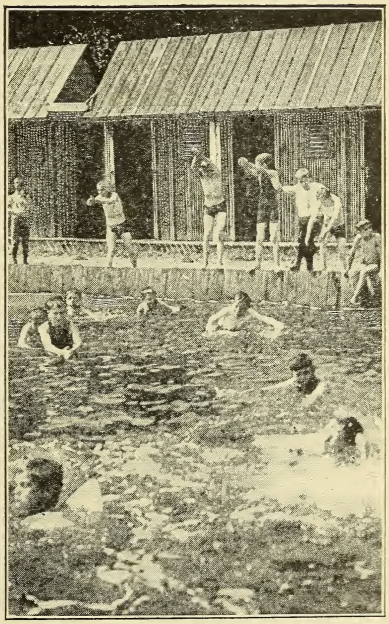
What games or sports in your own country are similar to those you have attended in the United States?

Why is baseball considered the American national game?

What are the national games of other countries?

Lesson XI — Public Baths

The ideal gymnasium includes opportunities for bathing and swimming. The new American will also find separate bathhouses in most cities which offer all kinds of bathing facilities. Such public bathhouses are generally maintained by the city. The charges are generally one cent each for the bath, a towel, and a piece of soap. This entitles a person to a separate booth for undressing and it often includes a shower bath. You may usually have the use of the bath from ten to twenty minutes.



Courtesy, Trinity Parish Seaside Home

A SWIMMING POOL

Swimming is splendid exercise for lungs and muscles

In the most modern

bathhouses there are swimming-pools and a room for a steam bath as well as tubs and shower baths; where the gymnasium or bath includes a swimming-pool there is a swimming instructor on hand. These baths are open all the year round.

In the summer you will also find the outdoor baths on the seacoast and on lake shores. They often accommodate thousands of people at one time. Here you can hire a bathing-suit for a small sum. Swimming instructors are on hand to teach you how to swim and life guards go up and down the bay or shore to prevent drowning. These summer bath-places often have swimming contests which are witnessed by a great many people.

A private bathroom in one's own home means much more to the whole family than a public bathhouse, no matter how well equipped it may be. Unfortunately the bathroom in tenements is often located in a dark room off the hall and becomes too public. In such cases the room is liable to degenerate into a storehouse, especially in the winter when room for coal is in demand. Such conditions should be overcome at once.

Questions

What are the immediate benefits from a bath?
Is there a bathroom in your tenement?
Is it intended for more than one family?
Why should every one know how to swim?
Why are swimming contests of benefit as well as of interest?

Lesson XII — Playgrounds

How far do you live from a playground? How near a saloon? Which do you prefer to teach your child to frequent? If a playground is good for your child, is it not also good for you?

There are playgrounds, parks, and play-fields in nearly every city of the United States. They certainly

A PAGEANT ON A CITY PLAYGROUND

ought to be used more. If there is any particular reason why you do not frequent the playground more often, either because you do not feel safe there, or because of poor equipment, or from any other cause, the playground officials will be glad to have you report the matter.

Suppose there is no playground in your neighborhood,

what can you do? You can draw up a petition for a playground and present it to the city government. This will, perhaps, mean that the citizens for a time will have to pay larger taxes. If you can convince the city fathers that you are entitled to a playground, you may get one, provided you do not get discouraged too soon. A playground in the heart of a city, where land costs so much, is a great luxury. It would be a waste of land and money unless it were used constantly by a great many people. Playgrounds serve their purposes best when they are most used. They can be used for many things, — for play and rest, for outdoor and indoor games and all kinds of sports, for picnics, festivals, and pageants. The playground is especially intended for all of you who live in crowded tenements and work in factories and shops. The harder you work the more important it is for you to play, to overcome the effects of your daily labor and often to forget it. If the hours are long you must endeavor to coöperate with every one in your trade to shorten the hours of work in order that you may have time for wholesome play. Do not be ashamed to play the games common to your country and to your people. True Americans are becoming more and more interested in all such games, and are often glad when they, too, can take part. The same is true of your folk-songs and your folk-dances. Many of them are so beautiful that they are being copied and learned in this country. In any case the right playground will afford you the opportunity to rest, of which as a wage-earner you are in special need.

Questions

Which is better, to spend money to organize playgrounds where your boys and girls will enjoy healthful sport, or to let young people develop bad habits which they acquire in back alleys and on city streets, and which may, in the end, mean that they must be supported as inmates of some penal institution?

Is your town or city in need of playgrounds?

Lesson XIII — The Value of Playgrounds

The playground is most important for your children. For people who live in the city it takes the place of the fields and woods and farmyards of the old countries from which you have come. Children are always planning to do something. If they cannot play, they must do something else. They are certainly safer on the playground than on the street. In the United States playgrounds have been established in almost all cities purposely to get the children off the streets. On the streets children come in contact with persons who may be stealing or destroying property. They see drunkenness. They may without realizing it do wrong themselves. If they spend their time at a playground they

AT PLAY IN THE STREET

Would it not be better to send these children to a playground?

are constantly under supervision, and in many instances they get habits of industry, for lessons as well as games and sports are taught on the playground.

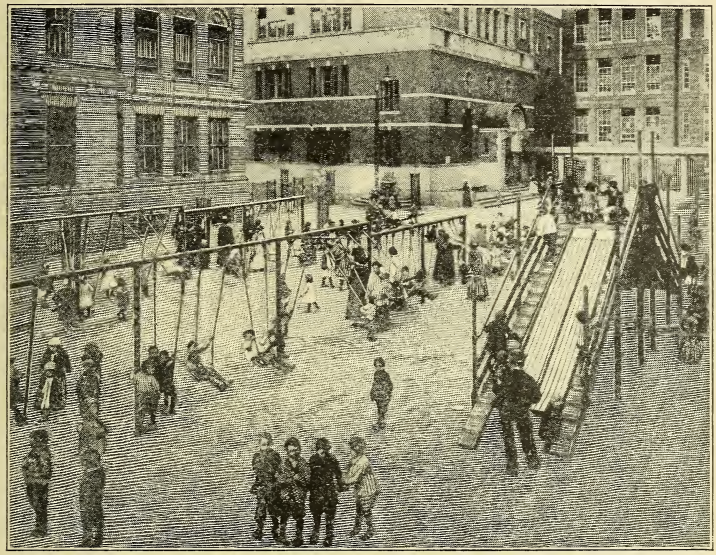
It is especially true that we need parks and playgrounds for the immigrant girls, your sisters and daughters who ought to be taught to conserve their strength for the noble uses intended by nature. Fresh air and sunshine have a marked influence on the health and outlook of young girls. It is not at all unladylike for girls of sixteen and eighteen to enjoy the games of the playground. Immigrant parents are sensible in their efforts to protect their girls, but this ought not to be carried so far as to shut them up in their homes. You must allow them to spend much time out of doors, but in places of absolute safety. The playground is the safest place for outdoor recreation. A very wise friend of the immigrant girl has said, "Amusement is stronger than vice and alone can stifle it." Much vice is merely a love for pleasure gone wrong. You must therefore provide the pleasure under right and proper influences.

Some playgrounds are very small and bare, just enough for school children to run about in, during the recess, or for mothers with their babies to enjoy as a resting-place, where they can breathe fresh air. Others are regular fields or outdoor gymnasiums or recreation parks.

A playground is generally equipped with swings, see-saws, and sand-boxes for the little ones, and with a running-track, a baseball diamond, and basket-ball courts for the older children. There are also benches and grass

plots. Often a clubhouse is open at night for the grown-up people.

Most playgrounds are in charge of a play teacher at least part of the day and for certain seasons of the year. The play teacher is like the athletic instructor.



A WELL-EQUIPPED PLAYGROUND
Notice the swings and slides provided for the children

His main duty is to encourage play and the use of the playground for as many different purposes by as many people as possible. He knows what to do in case of accident. He supervises the games. He looks after the apparatus. He is a teacher in the best sense of the word. He teaches you not out of a book, but from the Book of Life as lived in the open and in coöperation

with others. The ideal playground supervisor is one who teaches you how to get along with others and how to play fair.

Questions

Do girls play games in the old countries?

Are any of those games played in this country?

Are any American games played in the old country, having been introduced by those who have returned after living in this country?

What special protection is given the girls of your neighborhood on your own playground?

If a playground is too far away from the homes of little children, what should be done in order to protect the street and alley where the children play?

What streets and alleys ought never to be used by children at all?

Why is it important that both schools and playgrounds should be as far away as possible from saloons and pool-rooms?

As your city grew, in what ways did young people suffer from lack of play space?

Did this result in the establishment of a playground?

Is your playground well equipped?

When and how was your playground established?

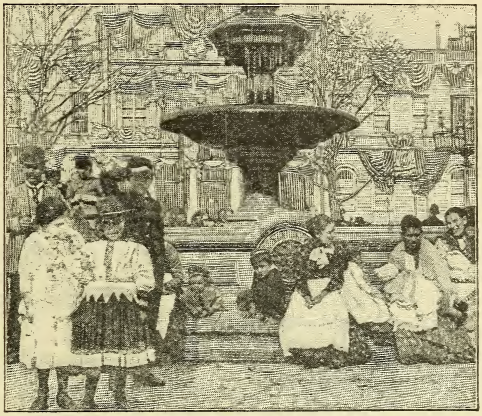
Were there any places for recreation before this playground was furnished by the city?

If no recreation space has been provided by the city, how can individual people help support a movement for play opportunities?

Lesson XIV — The Street as a Playground

At the present time some cities have not yet provided desirable playgrounds. Again, the playground may be too far from a certain district where many children live, or it may not be available for old people or for business men and women who cannot take the time or strength

to go to a public recreation center. All such people have to use the streets for rest and play purposes. It is, therefore, necessary that the streets be kept as clean as possible. You can do much for the city to help keep some special street clean for recreation purposes, and you can do even more than the city can do in making it a quiet street where people may sit and rest. Sweep your sidewalks before the street is swept and not afterwards. Wash your curbstones more often. Place seats in the yard, or on clean doorsteps if you have no yard. If you are building a tenement house, remember the necessity of a porch or a balcony, or at least a wide entrance where seats may be placed.



A BREATHING SPACE IN THE CITY

Questions

Why should old people be considered in connection with rest and recreation?

Why are immigrant old people always happy in living out of doors?

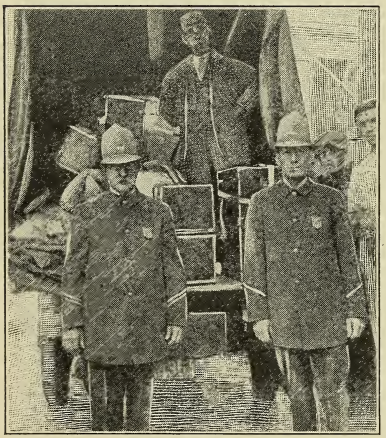
What have you already done in your homes to get out-of-door life even if the tenement house is crowded?

CHAPTER III

CIVIC PROTECTION OF LIFE AND PROPERTY

Lesson I — The Policeman

On first arriving in this country, did you have an address of a friend or relative to whom you could go? Did you show it to the police officer? He knows all the streets of the city, and he also knows the lodging-houses. He is acquainted with the shops and factories of the neighborhood. He is glad to answer questions.



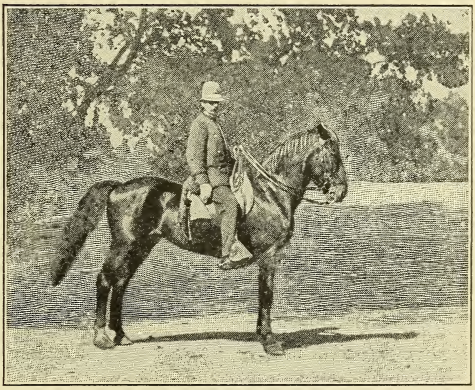
POLICEMEN GUARDING THE BAGGAGE OF IMMIGRANTS

Never be afraid to ask a police officer when you wish to find out anything. There are many things you may wish to know: how to get to an employment bureau; how to find the City Hall; how to find the Immigration Society; how to find the neighborhood centers; how to find a night school; how to find a reading-room; how to get the right doctor.

The policeman will tell you about these things and answer many other questions. A policeman in this country is not like the policeman in European countries.

With us in the United States, the policeman is supposed to be, first of all, a friend and servant of the people instead of a soldier on guard. He is often called the "guardian of the peace." He is ready to give information to strangers, especially to those who have but recently come from foreign lands. He cares for little children who have strayed from home. Immigrant children often get lost in our streets, because they have not learned much about the life of the crowded cities.

You often see the policeman helping women and children across the street. He stops runaway horses. When he holds up his hand, automobiles must come to a stop, and so too must all moving traffic. In many ways he protects people on the streets, both on the crossings and on the sidewalks.



A MOUNTED POLICEMAN
His station is usually in a crowded street, or in a parkway

The policeman is called a "patrolman," because he patrols certain streets called his "beat." His beat often covers an area or district in which there are as many as a thousand people. He must ever be on the alert by day and by night. If you own a store or shop, it is the duty of the patrolman to make sure that you have locked the door and that all

is safe within for the night. If he sees suspicious characters he follows them carefully. He also guards your house or tenement against burglars or beggars.

In America children are looked after on the streets, in the parks, and in the theaters. In all such places there are policemen to maintain order, to deal with the disorderly, and to suppress profanity, fighting, and other lawlessness. It is surprising how many things the policeman has to keep in mind every day and night, especially during theater hours when the streets are filled with people and the saloons are gayly lighted.

Every city has special police regulations concerning saloons and pool-rooms. The police officer has to enforce these rules. Often because he is a kindly man, as well as an official, he overlooks the first offense, if it is not too serious, but he bears in mind the face and character of the person who has committed the misdemeanor. The second offense almost always brings punishment to a person. The police officer is then obliged by law to place the offender under arrest. He takes the offender to the police station where he must await trial before a court of justice. A criminal record often counts against a person in more ways than one.

In every city there are laws called ordinances which have to be obeyed. These city ordinances have been made by the "City Fathers," or the governing council of the city, in order that every one may enjoy peace and prosperity. It is the special duty of the police department to see that these ordinances are obeyed.

It is highly important that the newcomer should

thoroughly understand the functions of the police officer. He is your friend unless you prove an enemy to the city. He has been appointed by the police department to keep the peace and to befriend every one as far as possible. If you need help and he seems willing to assist you, give him your confidence. Tell him your troubles. Remember that there are laws which govern the policeman and that there are laws which govern you. The policeman is trying to interpret these laws to you. For instance, we have a "right to assemble" in the United States; but city ordinances have rules against "congregating" or "collecting a crowd" or "blocking the sidewalks." You can hire a hall for an assembly or gather your crowd together in an open park without breaking a city ordinance. But collecting a crowd in a street or alley, or where it would interfere with the convenience or peace of others, is against the law, and the police must scatter such a crowd. Try to understand the policeman's duty. Whenever necessary, answer all his questions truthfully and exactly. Notify the police of all emergencies such as cases of fire, accidents, or suicides. Possible dangers from any kind of disturbances should be reported to him at once.

There are laws which compel citizens to aid police officers in times of emergency. For instance, if a desperate character is fighting with a policeman, citizens are expected to aid the policeman when called upon. You should remember that the policeman's work is difficult and often dangerous. You should help him maintain law and order in every possible way.

Questions

How do newcomers recognize a policeman when they see him?

When a policeman is off duty and dressed in citizen's clothes, has he still the authority of a patrolman?

If a policeman sees a person who looks suspicious, does he arrest him at once?

What steps does a policeman take after he has captured a thief or some one who has committed a misdemeanor or crime?

When does a policeman have to serve a warrant before he arrests a man?

When does he use a summons?

Do you try to teach the children of your neighborhood to respect the police officer?

Why should there be a friendly coöperation between the citizens and the police?

Has the police in your neighborhood served you in any important way?

In what indirect ways are they serving you all the time?

Lesson II — The Police Department

The police department is presided over by a board of persons who are appointed generally by the Mayor, often with the approval of the Board of Aldermen or City Council. This police board appoints the entire police staff, from the patrolman up to the superintendent. In most cities, every candidate must first pass a civil service examination. The requirements of a police officer are as follows: —

He must be a citizen; he must not be less than a certain height; he must have at least the elements of a grammar-school education; he must have habits of so-

briety and industry; he must avoid intoxicating liquors; and he must have no criminal record whatever.

In country towns the patrolmen are called "constables"; their authority is similar to that of the policemen in the city. In the division of the State called the "county," the chief police officer is the sheriff. In the pursuit of criminals the sheriff frequently calls upon citizens for help, and the group thus acting under him is known as a "posse."

Every State has its own militia. In times of distress or local disturbance, the militia, which is also called the "national guard," is used to maintain public order. All citizens are expected to give their support to the national guard. Membership in it is open to all citizens of suitable physical make-up; and the military experience thus to be gained is a valuable training.

Special police are often appointed for holidays when more people are gathered together on the streets, or when circuses or parades draw the crowds. Big fires, explosions, earthquakes, or floods always call for special police added to the general force. The State itself sometimes sends out state police and even the militia, especially in cases of riot and strikes. In all strikes the policemen must be fair to both sides. On election days, when political excitement becomes very acute, policemen must not take sides, but must strictly maintain order.

Questions

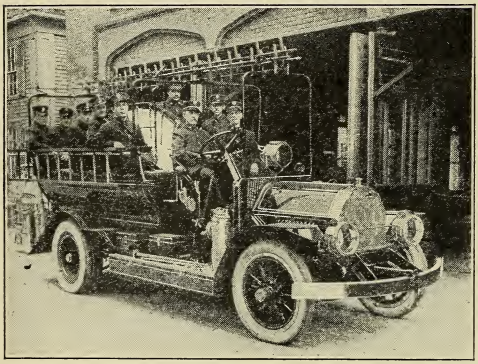
Should a district made up of foreign population have a policeman of its own nationality?

Discuss why at times this would prove helpful and at other times prove inconvenient?

Why is it important that a policeman be a citizen and never an alien?

Lesson III — The Fire Department

One does not have to be told that a fireman is a hero. You can see that every time you go to a fire and watch the great smoke rolling up into the sky and see the red glare of fire. Perhaps you have heard the shrill cry of some child in the upper story of a great tenement house. Your heart jumps with excitement, as the fireman, with a rope over his arm, runs up the ladder and disappears through a window. Yes, you feel sure he is a hero..

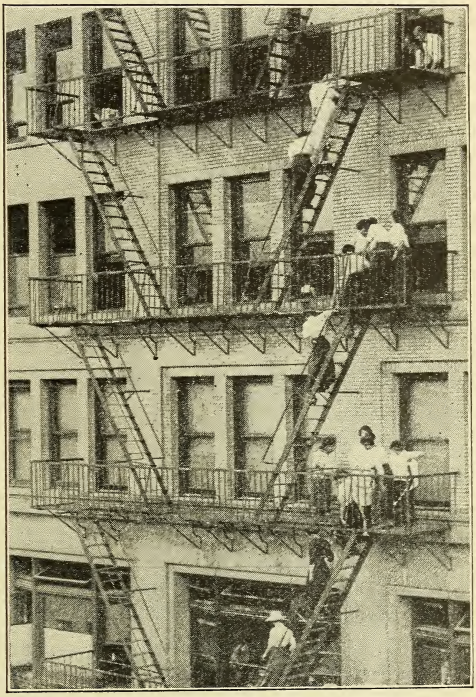


AN EMERGENCY WAGON OF THE FIRE DEPARTMENT

Day in and day out you live in your houses and tenements with seldom a thought or fear of fire. Even when you hear a fire bell ringing, unless you think it is near your home you soon forget all about it. It is brave and noble to be a fireman or to help in the case of a fire, but let us consider how we can prevent fires altogether. Why should we endanger property, and the lives not only of firemen, but of men, women, and little children? Citi-

zens can help the fire department even more than they can help the police authorities. The old adage that "an ounce of prevention is worth a pound of cure" is worth thinking about in connection with fires.

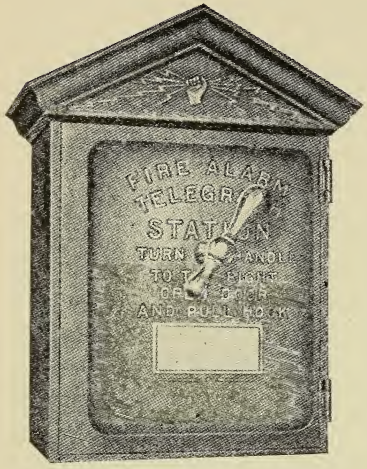
Do not use matches carelessly; that is, do not light a match and throw it down before it has gone out. Do not throw away lighted cigarettes, or place a lighted pipe where it may start a fire. Do not light a fire in a stove with the use of kerosene. Be careful with the gas stove and all kitchen fires. Do not overlook the strong odor from escaping gas, but do not search for a leak of gas with a light. Do not build bonfires or brush-fires carelessly: always watch them until they are wholly out. In some cities bonfires are prohibited.



Photograph by Underwood and Underwood

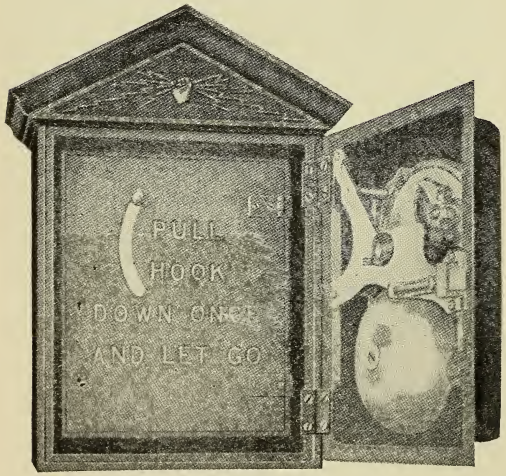
A FIRE-ESCAPE DRILL

Learn the location of the fire escapes on your building, and how to use them



A FIRE ALARM BOX — CLOSED

Turn the handle to the right, open the door, and *pull down the hook*



A FIRE ALARM BOX — OPEN

An alarm will not be rung unless you *pull the hook*

In crowded tenements, it is necessary to have rules guarding against the possibility of fire. These are often printed and placed on the doors of tenements. They are quite likely to include such directions as these: —

1. Keep halls, stairways, and aisles to exits and fire escapes free of obstructions.

2. Keep premises clean and free of rubbish.

3. Put ashes and oily or greasy materials in metal receptacles with metal covers.

Other rules refer to the fire escapes. They tell you how to use a fire escape or apparatus, such as coils of rope, to be used at the time of fire. They explain the use of the fire alarm and the alarm box.

Everyone should

know the number of the fire alarm box nearest his home, and its exact location. When a fire is discovered, the alarm should be rung as soon as possible. The person who goes to the box to do this should wait there, if he can, to direct the apparatus to the fire.

Questions

Why should you not put hot ashes in a wooden box in the cellar?

What would you do if you smelled smoke in your tenement?

In case a fire begins to spread in the tenement, what can you do to keep from being smothered?

Do you know just how to put out a small fire?

What advice have you given the women and children in your home to follow in case of a fire?

If there is a fire in a theater or moving-picture show where you are, what care should you take as you make your way to the nearest exit?

Why is there such a campaign against firecrackers, fireworks, and toy pistols?

Lesson IV — Street Building

As you come and go to your work every day, you have probably noticed that the streets through which you pass are frequently torn up in order to place all kinds of conduits and pipes and wires underground. Every city has its great systems of waterworks and sewerage. These large pipes have to be laid below the pavements. Pipes for gas and electric wires are also often laid underground by the telephone and telegraph and electric light companies.

Most cities permit streets to be torn up only once in a certain number of years. However, if any danger men-

aces the public welfare, such as the escape of gas or sewage, it is necessary to dig up the street again and make the required repairs.

The street department of a city has a great deal of responsibility; to repair the pavements and curbings on streets already made, to complete new streets in the districts which are rapidly increasing in population, to open up boulevards and parkways connecting park systems, are some of the chief undertakings carried on by cities through the street department.

The street department is generally managed by a commission. A man called the "superintendent" is appointed by them to take charge of the work which they lay out to be done. There is also a surveyor or engineer who attends to the grading of the new streets or who repairs the old streets to bring the grade to the proper level with new ones.

In the days of ancient Rome, engineers knew how to build wonderful roads. In many countries from which you have come there are roads and highways which were built by the Romans still in use.

Here in America we have tried different kinds of street paving. The most practicable have proved to be pavements of stone or wooden blocks for streets on which there is the heaviest teaming, and asphalt or macadamized roadways for other sections of the city. Through suburban or country districts, skillfully built macadamized roads are the best. You can readily see what an immense cost it must be to build a state road from one end of the State to another, yet all over the

country such highways are being built. The automobile and auto truck have created the need of well-built roads. Much heavy teaming is now done by motor power.

Questions

What kind of pavements have you in your community?

Do you remember the kind of pavings you had in the old country?

What value to the city is an avenue or boulevard which is kept in repair?

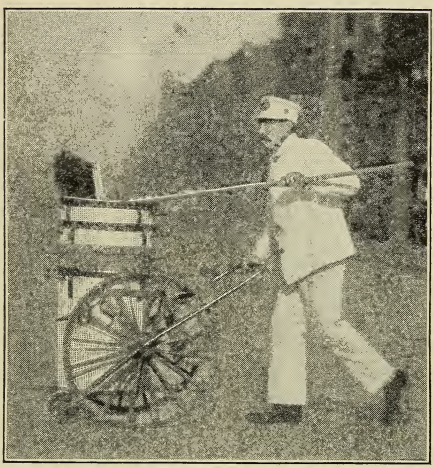
What cities in Europe do you remember as famous for attractive streets?

Lesson V — The Street Department

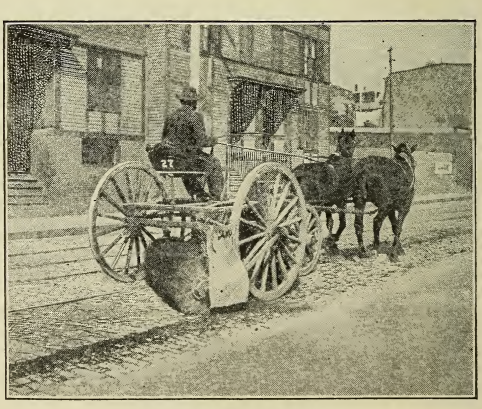
DUMP CARTS OF THE STREET DEPARTMENT

All night in the larger cities, and during the day in towns and smaller cities, you will see men busily occupied in clearing the streets and alleys of waste. Other

men come and take away the ashes and rubbish from your houses and tenements. Because of the coming and going of many wagons, heavy trucks, and automobiles, much rubbish and dirt collects constantly, so there is urgent need of the work of the street-cleaners. They come with great brooms and sweep the dirt away. Sometimes the brooms are drawn by horses, but more often one sees men in uniforms with hand brooms and scrapers cleaning the streets. In hot weather the streets are sprinkled by water-carts sent out by the street department. In the crowded districts on hot nights men flush out the streets with the hose of the fire department. Sick children and older



A STREET CLEANER AT WORK



A STREET SWEEPER

people benefit from the freshened air which follows this washing. In winter the street department has to remove the snow. After a snowstorm which has lasted all night, the street men turn out promptly with shovels and carts and wagons on runners, and clear the streets. This disposal of the great snow piles makes it possible for you to go to your work in shop or factory when the bells ring at 6 or 7 o'clock. After an ice-storm men come to spread sand and thus make the walking less slippery. Again you are benefited by the care which the city takes of the streets.

STREET-FLUSHING MACHINES

Questions

Why does the city spend so much money on street cleaning?

How does this cleanliness assist in preventing disease?

Do new Americans realize that they ought to help keep the streets clean?

Are you careful not to fill the ash barrels too full, and not to throw newspapers, paper bags, fruit-skins, and other rubbish into the streets?

Lesson VI — Health in the Home

In order to keep well, there are certain things a well person should do constantly. Live in a clean room and in a clean house; sleep with windows open so that fresh air can enter the room all night. Bathe often in hot water; also take cold baths to give fresh vitality; change your underwear frequently; buy food that is pure; eat wholesome food properly cooked; drink pure water. Keep the ice-chest and the sink clean. Remove all garbage, refuse, and waste. Do not let the ashes collect. Take deep breathing exercises often if your work obliges you to sit constantly. Try to relax where you have to stand much of the time in a shop or factory.

If your home is in the country, do not neglect open drainage. See that the cesspool is drained as often as is necessary. Pour kerosene on stagnant pools where flies and mosquitoes breed. Do not drink from a well dug in low ground. Do not allow an overgrowth of vegetation near the house. Keep your barns clean. Keep the cowshed in good order and the pigsty decent. Fight flies everywhere; all these outhouses may be places where germs multiply. Germs are as dangerous in houses in the country as in tenements in the city.

FLIES

***F**lies are disease carriers*
***L**ive and breed in all kinds of filth*
***I**nfect food and drink by germ-laden feet*
***E**ach female fly can lay 150 eggs*
***S**hould be kept out of dwellings*

Questions

Are you careful in your home to teach the children how to keep well?

Are the women in your home instructed how to prevent infant diseases?

Do they know what ought to be done if a contagious disease appears in the tenement or in a neighbor's house?

Friendly Advice to Persons having Diseases of the Lungs

Although you may have trouble in your lungs and may be suffering from the disease called tuberculosis, it is possible for you to get well, as thousands of others do, by strict attention to the following rules: —

Be out in the fresh air as much as possible.

If you cannot work out of doors, go to the house door or to an open window and take a full breath. Do this as often as possible.

Do not work in a dusty place. Do not get over-fatigued at work.

Get into the sunshine as often as possible.

Sleep in a clean, well-aired room, with windows open; or, better, sleep on a piazza or on a roof; go to bed early.

Avoid crowded rooms where the air is close and where there is much smoking.

Eat plain, simple food (eggs, meat, bread, oatmeal, macaroni, rice, vegetables, milk, cream, butter, etc.).

If possible, have some hot liquid food, before you get up in the morning and at bedtime.

Spend your money for good food rather than for

medicines. Take medicine only on the advice of a physician.

Do not drink whiskey, rum, gin, brandy, beer, or other alcoholic beverages.

Keep clean.

Take a sponge bath each morning. Rub the skin well with a coarse towel.

Protect your friends and neighbors from taking this disease by burning what you cough up or by throwing it down the watercloset. What you cough up contains the germs of the disease, and if it dries, it soon becomes dust and flies about in the air, and your friends, breathing this dust, are liable to catch your disease. You also protect yourself by so doing.

Never spit upon the floor or sidewalk.

When you must cough, hold a piece of cloth or paper in front of your mouth so that particles shall not fly out into the room.

Do not sleep with another person.

Have your plates, knives, forks, spoons, and things to drink from washed with boiling water.

Use paper towels for wiping them; use paper napkins at the table; burn both when soiled.

Lesson VII — The Health Inspector

If you live in a tenement house in the city, you may be visited by the health inspector. He often finds that some of your neighbors need to be told to take better care of their rooms. Or, he may find that you need the same warning yourself. Sometimes you will find that the same

agent who comes to visit the tenement goes also to private houses and complains because rubbish and waste have been allowed to gather in the yard. In America, where the housing conditions are quite different from those in Europe, it is needful for the city to protect every one from disease as far as possible. That is why nearly every city takes so much care to inspect the homes of all the people. The men who have this care are called "health inspectors," or agents of the Board of Health. Some are appointed especially to try to teach new Americans the municipal ordinances or regulations on the subject of public health. The inspector teaches the immigrant such health laws as the following: —

1. All tenement houses must be kept clean and the yards kept free from all dirt or filth.
2. All floors, windows, and rooms, also staircases and entrances, must frequently be cleaned with soap and hot water.
3. Toilet rooms must be kept free from odors, and the water must always be ready to flow.
4. The Board of Health forbids crowding of sleeping-rooms.
5. It is forbidden to keep stagnant or dirty water in the yard.
6. Carpets, rugs, etc., must not be shaken from front doors or indoors. When cleaned in the house every precaution must be used to prevent the scattering of dust.
7. In every house there should be covered barrels in which to throw the refuse.

8. It is forbidden to throw anything out of windows and the police will arrest any one breaking this rule.
9. All cinders and ashes should be put in metal boxes in order to prevent horrible fires in crowded houses.
10. Spitting in streets or other public places is against the law.
11. Every bakery must be kept in good condition, free from dirt and flies, and no baking-room should be used for a sleeping-room.
12. The health inspectors have the right to arrest one who sells impure milk, although he may be ignorant that the milk is impure.
13. Every citizen is expected to report the selling of impure food in shops.
14. Both the State and City Boards of Public Health will examine without charge any food or drink which is suspected of impurity.
15. The Board of Health may destroy any meat, fish, vegetables, or fruits when found in bad condition.

Questions

Why is it so necessary to protect the health of the people of the city?

Have you had to ask the Board of Health to protect you or to help you?

What is an epidemic?

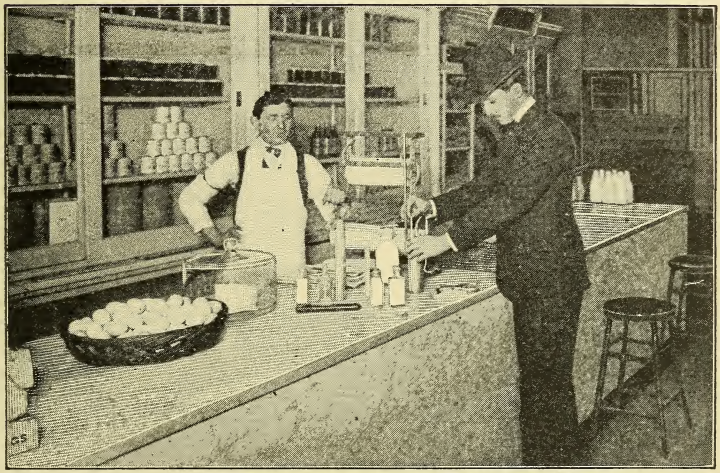
What can you do to prevent taking a disease at the time of an epidemic?

What diseases should be isolated?

What diseases need to have fumigation of the rooms follow the recovery of the patient?

How do you help the city educate your foreign friends to understand health laws?

Lesson VIII — The Health Department



Courtesy, Department of Health, New York City

MILK INSPECTION AT A RETAIL STORE

This department of the city government sends out a great many different inspectors. Some inspect the water supply, meatshops, grocery stores, factories, and milk stations; others, sewers and outhouses. There are inspectors in some cities who are fighting flies, and whose duties are to search for the centers where flies are most frequent, for here they are likely to find germs which produce fatal diseases.

Almost all cities have hospitals and dispensaries as

well as agents who try to prevent the spread of disease. A dispensary is a place where you can go for free advice if you cannot afford to pay a doctor. The hospitals which cities establish give free services to those who cannot afford to pay. Most modern city hospitals are now built away from the crowded districts on land where cottages may be built instead of one large building. Hospitals are so arranged that there are private bedrooms as well as wards for the sick. There are sun-rooms for patients, where they may be taken in rolling chairs. The dietary kitchens are carefully looked after, for the question of food is very important for the sick.

Questions

Have you or your friends ever been sent to a hospital?
Have you had to use the city dispensary?

Lesson IX — Fighting Disease

In most cities at the Board of Health offices there is a laboratory. The headquarters for public-school vaccination are generally at such a laboratory. You can also find at these offices anti-toxins and vaccines which are used to destroy germs of various diseases. The Board of Health is notified of all contagious diseases. Where a contagious disease has been observed by the visiting physician the agent of the Board of Health visits the house. He posts a notice upon the outside of the house which tells the public the name of the disease. It may be scarlet fever, or diphtheria, or measles, or some other illness which needs to be kept from spreading. So this

notice warns people to keep away. Very often the agent declares that all the persons of the family are in quarantine, which means that they may not go out among other people. When this occurs the city is responsible for the time lost from work by those who support the family. When the doctor says that the patient has recovered, the Board of Health agent comes again to the house and fumigates the rooms to prevent the spread of germs.

Questions

Have you had to fight any contagious disease in your home?

What did the Board of Health do for you?

If they had not coöperated with you, what might have happened?

Lesson X — Care of the Helpless

When you come into the ports of the United States you receive a very careful health examination. The United States Government wishes to admit only able-bodied men and women and children. This is a very natural desire and you can readily understand why.

But as time goes on, after foreigners have established themselves in America, some of them may be affected by the change of climate or other conditions. Ill-health follows or possibly bad habits are contracted. If they have not money to support themselves without work and have no friends in the community who can help them, they must be supported by the state or the city government. This is very tragic for those who have been unfortunate. No honest or earnest man wishes

to be a pauper for even a little while. However, the state and city governments are careful to give aid advisedly. If a man has never been a pauper and his troubles are such that with a little help he can pull himself together, he is not placed in an institution for paupers, but given out door aid; — that is, he is helped by

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A SLEEPING-PORCH IN A CHILDREN'S HOSPITAL

the city with food and medicines and perhaps clothing or the rent for his house until he can better himself. In case the dependent becomes seriously ill, he is placed in an institution. This is called indoor aid. In this institution he receives medical care until he is well enough to do a little work every day on the farm or in the shops which are part of the institution. Then, if it becomes

certain that he can never support himself, he is given a permanent home there.

States and cities are very kind to those who are actually dependent. In some city institutions there are very old people who cannot work and who have no one to support them, and very young children who have been left without parents and friends. Children whose parents are destitute are often taken to a charitable asylum. But it is better for the city to help the mother keep her baby in her own home by aiding her to procure some light work than it is for her to leave her child to the care of strangers.

Some years ago there was a famous conference in Washington at the White House. It discussed the care of dependent children. Some of the conclusions of that conference may be of interest to you who are parents or brothers or sisters of little children: —

"Home life is the best for children even when the home is poor, because there is no higher love than love of parents for children. Therefore, children should be kept in their homes if the parents are worthy. Suitable assistance should be given mothers to help them care for their children, and they should be helped to find work. When parents are really unworthy to rear their own children, or when the parents have died, instead of putting the children in institutions, they should be placed in the homes of good families where personal care and affection will be shown them."

Questions

In your Fatherland what methods are used for caring for orphan children?

Are there any institutions for orphans and destitute children in your community?

Are there any homes for aged men and women in your town or city?

How much do private societies and associated charities aid the city government in caring for city dependents?

When must a dependent person be cared for by the State instead of by the city?

Have there been widows' pensions acts passed by the State?

Lesson XI — Public Charities

The aged, the infirm, the inebriated, and the paralytic are also placed by the State in asylums where they can be properly cared for. Hospitals are connected with these institutions, and where it is suitable there are industrial farms. Many of the inmates of these asylums regain their health and come back into city life and earn their living.

Another class of dependents are the defectives, those who are deaf and dumb or blind or insane or feeble-minded. In almost all the States of the Union people are trying to determine how to help these defectives to help themselves. The feeble-minded are taught to make simple articles. The insane persons who are mild and gentle can be taught certain kinds of work. The blind are being sent to industrial schools where they learn a trade by which to support themselves, and the deaf and

dumb are being taught in such a way that they, too, become of large service in the working world.

Intemperance and epilepsy cause much poverty. If you know young people who show signs of epilepsy or who seem unable to keep away from saloons and drinking-cafés, try to find a place for them in a state "colony" where simple life is carried on and where vocations of all kinds keep the unfortunate persons fully occupied. Many doctors believe that drunkenness is often a disease, and that the victim needs medicine rather than imprisonment. Some States accordingly place the chronic drunkard in a labor colony, where there is medical supervision, in order that, if curable, the disease may be cured.

You can see that every city must have to spend large sums of money to support these dependents and that the great state hospitals must also cost large sums. If children and newcomers are taught health laws, and if city ordinances to preserve health are enforced, it may at last be brought about that our city and state governments will not have to spend so much money upon the care of unfortunates and defectives. The money can then be spent for the worthy citizens in broader education and in the enjoyment of art and music.

Questions

How can a community help to save the money now spent on dependents?

What can you personally do toward enlightening the newcomers in your community in the matter of preserving health?

Lesson XII — Private Charities

In this country and in Europe charity work is carried on through private agencies as well as through the Government. There are homes maintained by churches and clubs. There are fresh-air camps and private hospitals, sanitariums and asylums, all established by persons or groups of persons who wish to contribute sympathy and provisions for the needy. Of late years these charities have undertaken to educate the dependents so that they may, at least in part, take care of themselves. You will readily see that these movements that are being carried out will end in a higher standard of living and bring new happiness into the lives of unfortunates.

Questions

What does your church do in private charities?
Do you go to any association which helps to support dependents?
What do the associated charities of your city do for your section?

CHAPTER IV

CIVIC CONVENIENCES

Lesson I — The Waterworks

Did you ever realize that in great cities the streets are used for many purposes below the surface pavements? When you lived on a farm, you were in the habit of getting your water supply from a well or perhaps from a brook. But there are no wells in cities and large towns. The first important step for every city government to take is to make sure that there is a pure water supply. This is necessary because health is dependent upon pure water. The supply must also be abundant, because all kinds of industries need water for cleansing purposes. The streets themselves, as we have seen, need to be cleaned with water. Plenty of water must always be on hand in case of fires.

The water systems in this country and in Europe have been studied carefully in recent years. In order to prevent disease being carried by water many old-fashioned methods have given way to modern systems. These are called by different names according to the kind of method used. There are sand filters, high water reservoirs, and driven wells. The important thing is to make the water pure in order to kill all germs and thus prevent the spread of contagious diseases. Years ago people were ignorant about diseases and did not know that impure water carries fever germs. Thousands of

people drank daily of polluted water, and epidemic after epidemic visited them. All this was changed when physicians discovered that the germs of typhoid fever could be traced to water supplies. It may interest you as newcomers to learn the difference in death rates in one year after people drank pure water. In one city, several years ago, the death rates from one disease were as follows: In February, 45 deaths; in March, 50 deaths; in April, 27 deaths. During the following year a system of filtration was established and the death rate fell to the following figures: In February, 2 deaths; in March, 5 deaths; and in April, 7 deaths. You can imagine how proud a city must be that can check its death rate so rapidly in one year.

Questions

How is the water of your community brought to your city?

What kind of filtration have you?

Have you ever been told to boil the water during the hot weather or during the time of an epidemic?

If your drinking water is not boiled, what risk do you run?

Why should you be careful not to drink stagnant water and never to use water that has a bad odor?

Why in most towns and cities is water measured or metred?

Lesson II — The Sewer System

The sewer conduits are also under the streets. Every house and tenement has water waste and refuse waste that must be promptly taken care of in order to prevent disease. The sewerage system of a city like New York or Chicago consists of very large conduits sunk below

the streets. Through these the refuse is propelled by a high pressure of water. These conduits are almost like canals. Small pipes from every house convey waste into them.

Recent discoveries have been made which may be of interest to you. If sewage is poured upon a sand filter until it lies a few inches deep over the sand, the water from the sewage filters through the sand and becomes purified. Then the water is available not only for fire purposes but also for other city needs. It has not been found suitable for household use.

Questions

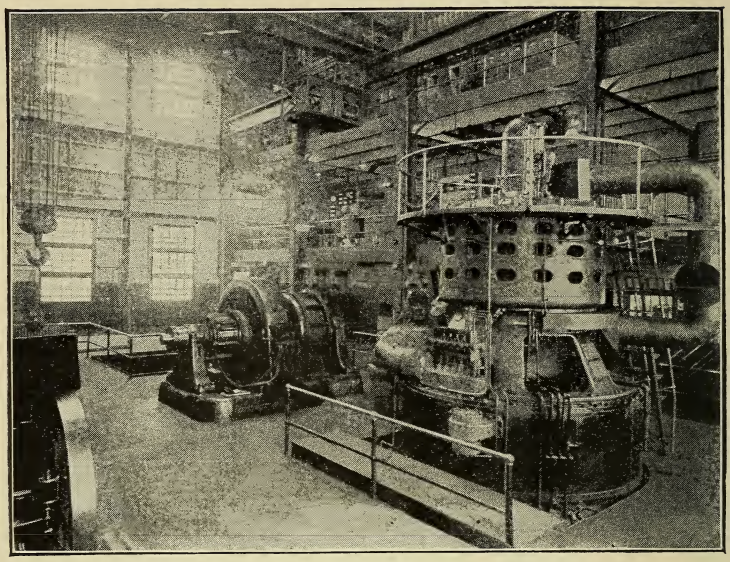
What was done with the refuse and waste from your home in the old country?

If you lived as a boy or girl on an American farm where there was no sewage, how did you care for your waste there?

Why is it impossible for us to use the same methods in the city that are used in the country? If you should smell a disagreeable odor coming up from the sewerage through the manhole in your street, what would be your duty to yourself and neighborhood?

Lesson III — Lighting

The street-lighting system of a city is very important. Not until recently have the governments of cities realized that powerful lights are more useful at night than policemen. They have at last come to realize that no wrong or crime is likely to be committed in a neighborhood where every one can see what is going on. If you should live in a district in a city which is badly lighted, try to get enough neighbors to draw up a petition to



POWER HOUSE OF A MUNICIPAL LIGHTING PLANT

ask the city fathers to give you more light. Your boys and girls will then be much better protected on narrow streets and back alleys. Dark localities are dangerous because evil people may be in hiding there. The famous district called White Chapel in London, once one of the most evil places in the great city, is now giving the policemen no trouble simply because electric lights all night long make the district as light as day.

Questions

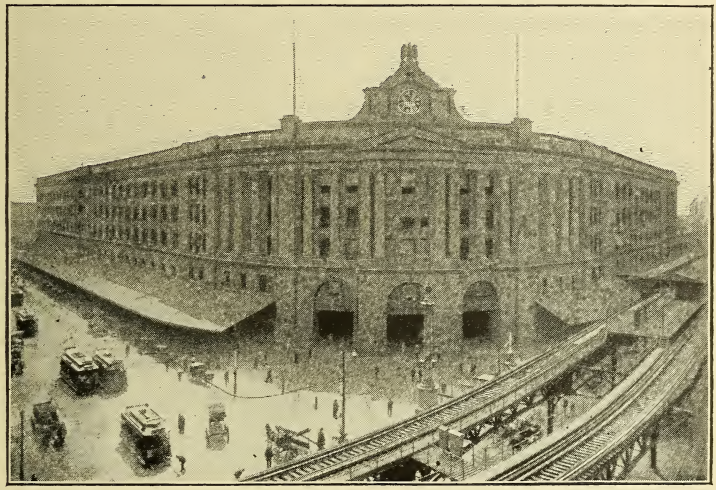
Suppose your gas meter leaked, what would you do?

Who determines the price of gas?

Is gas light really cheaper than electric light for household purposes?

Lesson IV — Rapid Transit

It is natural for newcomers to go directly to the homes of friends and relatives, but almost immediately afterwards you will attempt to find a home of your own. You may look for it in the district where your own race has grown from a small group into a large body of new



A GREAT RAILROAD STATION
Notice that this view shows also trolley-cars and elevated tracks

Americans. You will not want to make the mistake of remaining in any of these crowded sections of the city where your friends and relatives may happen to be. Try to establish yourself in a suburb, or in the country, away from the city as far as may be convenient. In the long run it pays to live in the country or suburb. The money you spend in car fares you can save on other ex-

penses, such as rent, certain kinds of food, and doctor's bills. In looking for such a new home make sure that the trolley-car service or steam-railroad service is both cheap and rapid. As the population increases in the outlying districts, our city governments are trying to make it possible for the people living there to get back and forth to the city quickly and easily. Subways and elevated street railroads, cable cars and surface trolleys run in all directions from the heart of a city. Some cities have cheap boat service and ferries as well as the railroads and electric trolleys. In a great city like New York or Boston it takes all these different kinds of services to carry the people from their work to their homes.

Questions

Is your system of transportation safe and reasonable?

Are the ferries and car lines to the suburbs cheap enough to help the newcomers to get away from the crowded tenements?

Do you use the cheap trolley system for pleasure to take yourself and children out in the country for walks and picnics?

Lesson V — Telegraph and Telephone Service

It would be impossible to-day in great cities for men and women to carry on their business without the telephone and the telegraph. If you wish to do an errand or to consult a friend who lives at the other end of the city, the journey from one place to another would cost not only the car fares, but the time taken from your work. By the use of the telephone you may talk to your friend without going to his house. The cost is usually less than car fare. So, too, the use of the telegraph is a great sav-

ing. Your friend has arrived from the old country. You would like to meet him at the wharf, but you cannot afford to take the long journey. For twenty-five cents you can telegraph him a few words of welcome. It would seem that without these conveniences to-day we should be helpless in our city life, but it is not so very many years that we have had them.

Questions

Are these civic conveniences of use to you especially?

Do you stop to think that you might sometimes have saved time and money by using the telephone?

Lesson VI — Municipal Ownership of Civic Conveniences

In almost all cities in this country the water system belongs to the city. It is under the direct supervision of the city. The Superintendent of the Waterworks is appointed generally by the Mayor and holds his office for several years. Only a few of the larger cities have allowed private ownership to control the water supply. But almost all cities have adopted the habit of granting to private corporations the privilege to supply the lighting of the city, either by gas or by electricity, or by both. All cities have allowed the telegraph and telephone systems to remain in the hands of private corporations. The transportation privileges throughout the country generally also belong to corporations. Cities and towns grant these corporations the right to build their tracks through the streets in exchange for the service which they render.

In Europe, many cities have tried public ownership of all these civic conveniences; and in the United States some cities are attempting to take under their control at least the transportation system or the lighting system. A few cities which have taken over the control of gas plants and electric light plants have reduced the rates to the people.

Municipal markets have already greatly reduced the cost of living wherever they have been opened. Many cities are now arranging such markets, which will in the future bring together the farmer and the consumer. The man who is called the middle man, and he has for years been the go-between, will no longer be needed, and the money paid to him will be saved by the consumer, or the man who buys produce from the farmer.

Municipal theaters and musical centers already exist in some cities. Dramatic societies are formed in such communities, and music leagues. Where there are people who are interested in raising the standards of the drama and of music, these societies and leagues perform the duties of censors, discouraging poor music and poor dramatic talent. They not only disapprove of such productions, but they fail to patronize the theaters and musical centers. Thus municipal ownership of places of amusement becomes standardized and raises the tone of society.

Questions

Do you think that public ownership is likely to be developed in the near future in large cities?

Can you understand why in the past city governments have not attempted to own these different civic conveniences?

What is a franchise?

Why should a franchise, when given to private corporations, be drawn up with the greatest care, especially in regard to time limit?

Do you believe in municipal ownership of civic conveniences in your city? Why?

CHAPTER V

COMMUNITY NEEDS

Lesson I — Pure Food

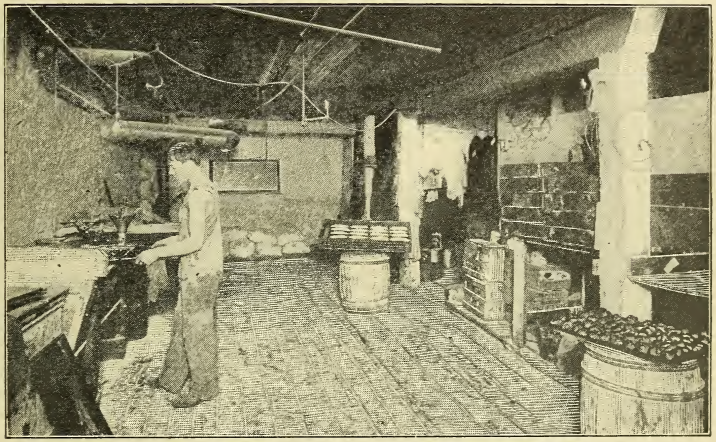
Dealers in meats, fish, poultry, vegetables, and fruits are visited often by health inspectors. Both fresh and canned goods are examined in order to make sure

Courtesy, State Board of Health, Massachusetts

AN IDEAL BAKERY, WITH LIGHT, AIR, AND CLEANLINESS

that nothing which is spoiled or unfit to eat shall be sold for food. Under a law known as the "Pure Foods and Drug Act," the Federal Government has insisted upon the enforcement of this inspection. The government sends inspectors to great packing-houses where they

often condemn a whole shipment of meat or canned goods; but the meat may spoil between the time it leaves the inspector and the time we eat it. It may spoil in the butcher's shop or the grocery store. If you stop to think about it, perhaps you will see that it is better to buy your food only where you are sure that it is good;



Courtesy, State Board of Health, Massachusetts

A BASEMENT BAKERY—A MENACE TO THE PUBLIC HEALTH

Disease germs multiply in the dark and damp of the basement. The clothing hanging up in this bakery is a very probable source of infection.

you may have to pay more for it, but you will save in the end by keeping yourself and your family in good health.

If you eat in restaurants you must be especially careful. Do not eat too much meat in the hot summer months, and be careful in buying vegetables and fruit. See to it that they come from clean shops where there are no flies to breed disease.

Questions

Has any fly campaign been established in your neighborhood?

Do you stop to think now when you go into a shop and see flies walking over the food that they probably are carrying germs?

Do you tell your neighbors the value of pure food and drugs?

Lesson II — Milk Inspection

In many cities the milk supply is inspected either by the city or by associations of citizens. Not only is the quality of the milk examined, but also the cans which

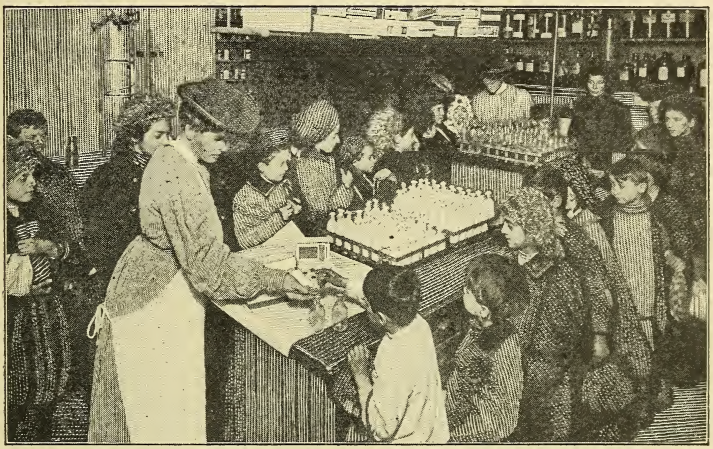
A MILK STATION IN A CITY PARK

Many cities have established such stations, where people can buy, for a cent or two, a drink that is far better than soda water or any other beverage

contain the milk. The inspector who deals with the milk has instruments to test it and can tell at once whether the milk has been diluted with water. If the inspector is honest and does his duty, he will pour the milk out of the can, if it is not up to standard, rather

than have it fall below and be sold to homes where little children may suffer from it.

Even milk which is good as to quality is sometimes impure because of disease germs, and people who drink the milk are made ill. In the summer-time milk is more quickly affected by germs. You should make sure that



Courtesy, District Nursing Association, Boston, Mass.

A BABY-MILK STATION

The milk sold here for a few cents is perfectly clean and pure, and is variously adapted to the needs of different babies. In many cities such milk stations have been established

your wives and sisters at home understand this. Buy milk which is bottled in clean bottles and corked. In order to be sure that all the germs in the milk are killed, see to it that the process of sterilizing or pasteurizing the milk is followed. It will not take long to do this and the babies will be safe from sickness or death. This is the way to do it: — Having put the milk into clean bottles and corked the bottles, set them over the fire in a

kettle of cold water. Just before the water in the kettle reaches the boiling point, take the bottles out and set them aside to cool. This process kills the germs in the milk and no other germs can get into the bottles because they have been well corked. It is much easier to do this than to care for a little sick child all through the hot weather.

Questions

How much have your neighbors suffered from children's sickness in the home?

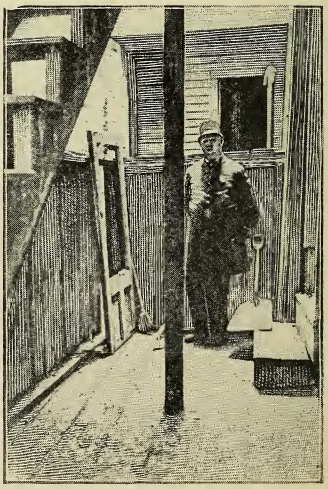
Have you learned how to sterilize milk?

Do you visit the milk stations, if there are any in your community?

Lesson III — Housing Inspection

The State Boards of Health are ever on the lookout for other conditions which may breed disease. One of

BEFORE CLEANING



AFTER CLEANING

their chief duties is to look after the city tenements to see that they are kept clean and to be sure that there are not too many people living in a small space. Dirt and lack of pure air breed disease. So too does a damp cellar. Bad plumbing in a house must be looked after. Hence it is that the State Boards of Health draw up rules and regulations in regard to tenement houses, factories, and workshops. If the owners of these buildings disobey or neglect these rules, they are punished.

Questions

Are the workshops and factories in which you work inspected carefully? How often?

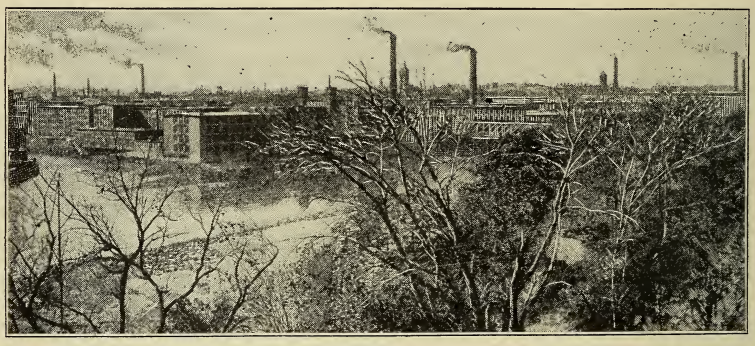
What conditions exist where you work which ought to be looked after?

Why not report them to the Board of Health?

Lesson IV — Factory Inspection

In recent years both employers and State Governments have begun to think about the loss of human life and the great misery and hardship which follow when a wage-earner is so injured at his occupation that he can no longer work. Factory and mine inspection and the inspection of other industries did not exist in this country until after the year 1876. Even now there are States in our Union where no inspectors visit the mills, except in search of school children who are working under the age limit. No federal laws have as yet been made to enforce better conditions in factories and mines. Even in some States where laws have been passed, no enforcement follows because no inspectors are appointed. In

such States the hours of labor are too long. Men are obliged to work at night; women and children do work which injures their health; machinery is not properly guarded so that there is great risk of accident to the workman. If no inspector ever visits your factory or mine, you should report the fact to the Labor Bureau or



A CITY OF GREAT MILLS

to the union or to a newspaper. The proper factory or mine inspector carries out the law. Where they do their duty you will find machinery properly guarded, the working papers of children carefully examined, and good sanitation insured. These inspectors are your protectors; for while there are many things you can guard against if you are careful, many accidents are due to causes beyond your control.

Questions

In what States is manufacturing the principal occupation of the people?

Are these States well protected by laws?

Why do some States have better laws than others?

Is it possible for public opinion through the newspapers to influence the lawmakers?

If your State needs new laws, how can you as newly naturalized citizens help to further public opinion?

Lesson V — Sweatshops

In some States factory inspection extends into the tenements where any article is produced for the market.

Photograph by Underwood and Underwood

A SWEATSHOP IN A TENEMENT

This picture shows exactly the conditions under which *no one* should live or work

All States should pass laws which should make it necessary to appoint inspectors to visit workshops, department stores, shops where canning is carried on, bakeries, laundries, and most of all the workrooms in tenement

dwellings. For in such rooms in the crowded district much work is done by individuals or groups of persons who all day long are busy at nut-picking, making candied oranges, wrapping and packing bonbons, drying macaroni and spaghetti, and the like. In the State of New York more than fifty articles have been excluded from manufacture in tenements. It is illegal in that State to manufacture toys of any kind in tenements. Baby caps, baby leggings, and little boots for children are among the articles excluded.

By the enactment of these laws the health of the community is much more likely to be preserved and the burden of long hours for the women and children overcome. The inspector of shops and factories not only examines the working papers of children, but reports on ventilation, plumbing, sanitation, and cleanliness in the tenements. As they visit shops and factories the inspectors also report upon the safeguarding of the machinery, and whether seats are provided for the workmen, and some inspectors go so far as to decide whether the employee is fitted for the work. Some factory inspectors spend all their time in the task of keeping track of the children who ought to be in school, but who have dodged the age-limit law for compulsory school attendance. When an inspector finds a child employed, in disobedience of the law, the employer has to be prosecuted and the local school superintendent must account for his neglect of duty. He in turn must hold the health authorities to their duties to keep a complete registration of births, because it is to this registration that the school super-

intendent must turn in order to verify the age of the children who have left school.

Questions

Why is factory inspection so necessary in order to protect women and little children?

Are there any women inspectors in the factories of your State?

Why are women inspectors being appointed in shops and factories?

What is the sweatshop business?

Have inspectors helped to improve the conditions in such shops?

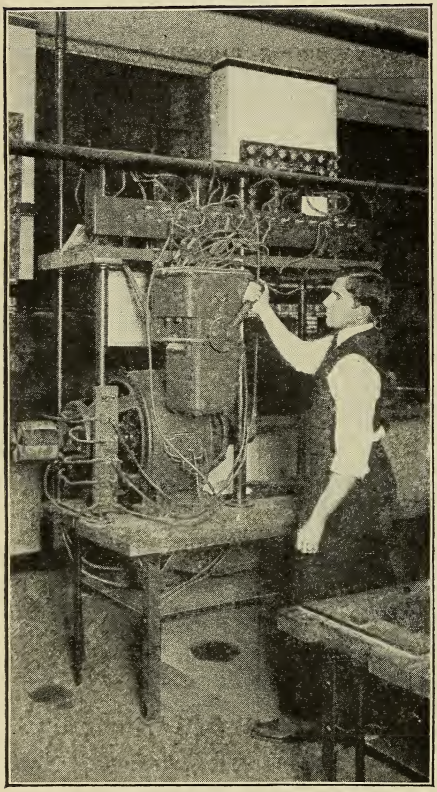
Why is work carried on in a sweatshop looked upon as a menace to the public as well as to those actually employed in the work?

Lesson VI — Industrial Protection

In some States wise legislation has taken place and laws are enforced that protect laborers in all kinds of factory work, in mines, and in other pursuits where there are dangerous surroundings. These laws generally refer to the protection of men and women in regard to the hours of labor, night work, too many hours crowded into the week, too late hours, and too early hours. There are also laws which protect laborers from the dangers of unguarded machinery and from explosives.

This industrial protection goes so far in some States that women and children are not permitted to engage in some occupations. For instance, the most frequently prohibited employments are work in saloons, cleaning machinery, work where emery or other polishing materials are used for buffing wheels or where articles made of the baser metals are manufactured. Several States

have passed laws which regulate the sanitary conditions in industrial work: in bakeshops and laundries; in restaurants, hotels, telephone and telegraph offices. In such businesses as harvesting, preserving, and canning either vegetables or fruits, the regulations are arranged to meet the demands of the limited periods for work. Long hours at such labor are taken into consideration, but even here the time is limited to a maximum.



AN ELECTRICAL ENGINEER AT WORK

For immigrants industrial protection is especially important. The working-man who has come here from a foreign country suffers most when he begins to work in mines and factories, because he is unable to understand orders or to read signs and notices. Then again he may be unaccustomed to machinery, and therefore sometimes more careless than American workmen who understand

factory methods. Moreover, the kind of work the immigrant first finds to do in this country is likely to fatigue him in body. His surroundings make him liable to accident in the building industry and in manufacturing. Common laborers run large risks. Even on the farm where modern machinery is used, accidents are increasing. Industrial protection is therefore most important to the immigrant.

Questions

Did you work in any factory or mine in your home country?

Were there laws to protect laborers in industries?

How were the inspectors appointed who enforced these laws?

We have no federal law in this country upon industrial protection. Would such a law be an advantage?

Lesson VII — Workmen's Compensation

Workmen in many States are now being compensated for injuries which occur in factories and other industrial work. State laws provide prompt and reasonable payment for such accidents. The amount of payment depends upon the kind and extent of injury. Only willful misconduct on the part of the injured person relieves the employer from making payment. The employee may prefer to refuse the compensation provided by the Workmen's Compensation Act. In such a case he falls back on his common-law rights and proceeds against his employer to recover damages through the court.

The payment given to a workman who has been injured or made ill through his work varies in different States. The general idea is to provide relief for the

victims of accidents and for their dependent families as speedily as possible and with justice both to the workman and to the employer.

Questions

Has your State passed a law relative to the compensation of workmen for accidental injuries?

Have you or any of your friends met with injuries which have been immediately adjusted by the regulations of the Workmen's Compensation Act?

If your State has not passed such laws, what have been the objections urged against them?

Would you prefer to work for an employer under the common-law right or under the Compensation Act? Why?

Lesson VIII — Child Labor Laws

At what age do the children in your fatherland leave school to go to work? When may you begin work in this State?

The child-labor laws in the different States of the United States vary. In some few States of the Union these laws not only prevent children from going to work before the age of sixteen, but insist that these children shall be strong enough to do the particular kind of work in which they find themselves, and also well enough educated to be intelligent workers. Other States require at least that children shall reach the age of fourteen, and be able to read and write English equivalent to third-grade public-school requirements. Still other States have as a minimum a twelve-year age limit, while a few States have no child-labor laws as yet.

The object of these laws is not only to keep children from going to work until they are old enough, but to keep children in school until they mature both in body and character.

BOY OPERATIVES

Would it not be better to send these boys to school?

Questions

What are the child-labor laws in this State?

How have they affected members of your own family?

Do you see how much better it is to let a boy or girl grow strong in body and gain an honest and upright character than to permit these children to enter employment which might both undermine their strength and morals?

Lesson IX — Child Labor

These laws do not apply as strictly to street work as to factory labor, although in the leading cities much care is being expended to better the conditions under which school children especially are permitted to work on the street. Street work consists of selling newspapers, blacking boots, peddling, or running errands and carrying messages.

Thousands of boys and girls all over the country are at work early in the morning and sometimes late at

night. In almost all cases harm to these children follows such employment. You who are parents coming from other countries, where children live a free life out of doors or on farms, must understand that much trouble may come to you and to your families because of the employment of your children in street trades. You must realize that to permit your children to wander about the streets uncared for by any friend is a great risk, especially if they do not understand the language and customs of this new country to which you have brought them. The street trades are dangerous for children because of late hours and bad company, because of gambling and smoking habits that may be contracted. Moreover, the street trades are dangerous from a physical point of view. Selling papers on street cars often results in a large number of accidents every year; exposure to severe weather results in ill-health and more serious consequences. Truancy from school is the direct effect of juvenile street life. Spending money too freely, so common among street boys, is due to

NEWSBOYS AND BOOT-BLACKS
Is a street trade the best education for your boy?

the loose change which they have to handle in their trades.

Many boys have paid their way through high school and college or have materially aided their families by carrying on these street trades, but these boys have been very careful about their habits. They have used the street trades as stepping-stones to something better. Even if your children must, for the time being, work at street trades to earn money, they still can avoid contracting bad habits. They don't *have* to smoke; they don't *have* to gamble; they don't *have* to drink; they don't *have* to make short change; they don't *have* to stay away late at night; they can keep out of court by knowing the laws and ordinances of the city and observing them strictly. Encourage them both to look for better work and to be honest and upright while they must work on the streets.

Questions

What did you do in the old country after school?

Do the children of your fatherland seem to like their way of life better than the children here who enter into street trades to help their families like theirs?

What are the dangers to newspaper boys especially?

What different kinds of danger arise when a boy is a bootblack?

What should a messenger boy guard against?

Why are the laws concerning child labor becoming more careful regarding street trades and attempting to prevent girls from entering this form of employment?

Have you ever seen girls tending stands on market days and nights or sitting on the sidewalk selling articles to passers-by?

What are the dangers for such girls?

Are there any special dangers besides physical ones for errand boys and delivery boys?

Lesson X — The Curfew

Your little children or younger brothers and sisters often like to stay out on the streets late at night. The street and its activities fascinate them. The lights, the moving crowds, the street music attract them into the street far away from the home in the evening. Of course, you know too much excitement is not good for young people. They need more than eight hours' rest and sleep because they have to lay up a great store of energy which they will later be called upon to expend in their daily work.

Many cities in this country have established a curfew. The curfew means the ringing of bells or the blowing of whistles each night at a given hour, generally at nine o'clock. This signal reminds the boys and girls who are under fourteen or sixteen years of age that the city expects them to leave the streets and return to their homes. Wherever it exists, parents and teachers are glad to have the curfew. You, who are parents or older brothers and sisters, should help to enforce the curfew law by insisting that the younger members of the families turn their steps toward home at the sound of the curfew.

Questions

Have you a curfew in your city?

If not, why not?

Is it enforced?

Are the habits of the young people improving because of it?

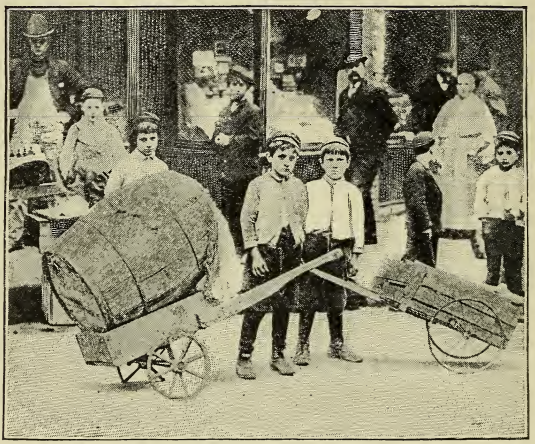
What accidents or tragedies are children likely to avoid by being sent to their homes at a proper bedtime?

Lesson XI — Parent-Teacher Associations

In nearly every city there are parent-teacher associations which you ought to join as soon as you get settled. The prime object of these associations is to bring parents and teachers closer together that they may learn to know one another and to work with one another for the best interests of the children. No teacher can really educate children and guide them into the best ideals of citizenship unless their home conditions and home problems are thoroughly understood. On the other hand, no parents can effectively coöperate with teachers unless they know the actual school conditions and school problems. Parents and teachers alike must, therefore, visit one another, meet together and talk matters over both in private and in public. One of the objects of the parent-teacher association is to arrange for exchange visits in the homes and to bring about public conferences. Judges and

TRUANTS FROM SCHOOL?
Life on the streets tempts boys from their studies

educators, liberal leaders and business men are often invited to talk before these associations, explaining to the parents the opportunities which open up in the world at large for their children, especially when a good education has prepared the children for service. New Americans, too old to go to school, can obtain a liberal education by attending these associations. If none exists in your district, organize one; the School Board will help you and the teachers will be ready to coöperate.



KEPT OUT OF SCHOOL?

Children are sometimes sent into the streets to collect fuel. Should this be allowed to interfere with their attendance at school?

Questions

Were there any parent-teacher associations in your own country?

What can you learn from American teachers about yourself and your children, or your little brothers and sisters?

What can the teacher learn from you?

Why not have a parent-teacher association in all evening schools?

Lesson XII — Social Settlements

Social settlements are like neighborhood centers, but they are conducted by private citizens instead of by the city. There are about five hundred social settlements in this country. In the leading cities you will find one in

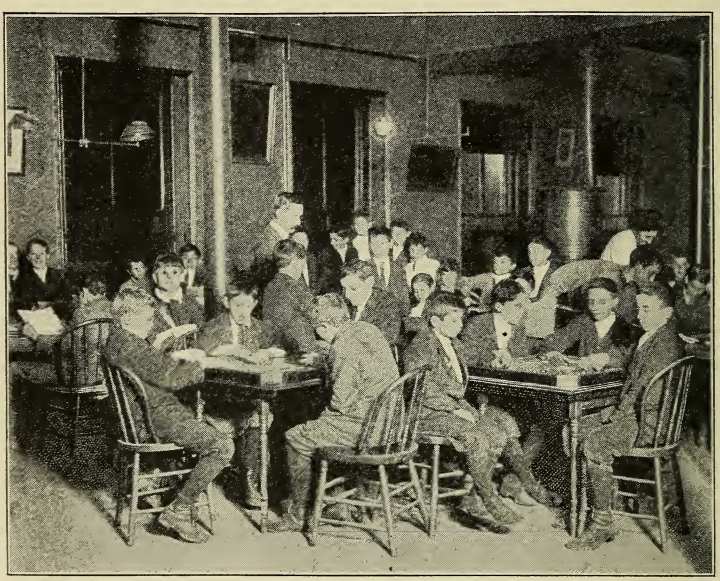
Courtesy, Boston Music School Settlement

AN EVENING WITH BOOKS

nearly every thickly settled neighborhood. Many settlements are devoted especially to the needs and interests of the new Americans. There are practically no such places in Europe.

What is a social settlement? It is a neighborhood house open to all the people, young and old, men and

women. It makes no difference what one's religion or race may be. Everybody is welcome. Some come for advice, others for education, others for pleasure. You may have some legal troubles or an educational problem to solve. You will often find here a good lawyer or a



GAMES AT A SOCIAL SETTLEMENT

teacher who will tell you just what to do. You will also find free classes in English, history, art, and industry. You may join a club of your fellow countrymen which meets at the settlement. Often you will be invited to meet a leader of your people who is touring America, or to listen to a lecture in your own tongue. Here you may find papers or books in your own language as well as in

English. Above all, you will find in the settlement companions and friends both in the residents and workers and in the people who come there. The ideal settlement, like America itself, stands for pure democracy.

Questions

How can you help the settlement and similar agencies to make your neighborhood a healthier and happier place to live in?

How do you hope to share your education with your neighbors?

How can you make your own home a neighborhood center?

Lesson XIII — Moving Pictures and Censorship

You will find moving-picture houses in almost every American town and city. These places of entertainment draw large crowds of people every day. Long before the new American can understand enough English to enjoy going to the theaters, the moving-picture shows give him an evening's or an afternoon's entertainment or instruction. At present the pictures are good, bad, or indifferent. It is the parents' duty to learn which are the really good moving-picture shows in the town and to visit only the best resorts and to let their children go only to the best. You should take great pains to guide your children to enjoy only pictures of the highest class. At the right kind of moving-picture shows the films have been carefully chosen by a committee which has the welfare of the community at heart. This is called "censorship," and this censorship, if followed carefully in the next few years, will make of moving pictures a most important contribution to education. In all probability moving-

picture machines will be introduced into the schools and colleges to aid in instruction, and lessons in history and geography and art will be greatly improved by illustrations thrown upon the screen.

Questions

What benefits have you derived from moving-picture shows?

What bad habits can be acquired by visiting the shows too often?

Have you been careful in guiding children to go to the best moving-picture houses?

If moving pictures are introduced into the schools, what will be some of the immediate benefits in the community?

Lesson XIV — Self-Governing Clubs

All over this country Americans, both old and new, are getting together into groups. They organize into clubs, societies, leagues, lodges, and unions. As a rule the lodge and the union are organizations for special purposes, such as "sick benefits," the movement for "eight hours a day," or for personal and family protection. But the many little debating societies and clubs which exist in every town or city are also of untold benefit to the new Americans. They are training schools in self-government. They represent in a small way the methods and the principles of the Republic itself, which is after all but a self-governing club on an immense scale.

The best way to fit yourself as a member in the body politic in the United States is to join one of these little clubs in your own community. Here you will learn how

THE CIVIC SERVICE HOUSE, BOSTON

A social settlement and school for citizenship. The tallest building, at the right, affords a roof-garden, club-rooms, lecture-rooms, and a library. The building in the center houses the Boston Music School Settlement. The one-story shop at the left it is intended to use as a milk-station; it already provides a second roof-garden

men talk with each other, and how they act together. You will learn parliamentary law, the principles of debate, and the art of presenting your own views to your fellow members, as well as to accept with grace the views

of others when the majority accepts such views. All great leaders in political affairs have been developed in these self-governing groups. An efficient secretary or a wise president of an insignificant society may in later life hold a similar office in a very important organization. Not only the officers but the members of the rank and file get a valuable education out of self-governing clubs. They learn in club meetings how to apply the constitution to the special problems which arise. This knowledge is of much value when the process of naturalization has made you a citizen of the United States, and you enter into the new American life with the hope of understanding its constitutional principles as well as serving as a good citizen.

Questions

What are the duties of the secretary of a club?

What must he be able to do well before he is appointed to such a position?

What should be the requirements of the treasurer of a club?

What kind of a person should the president of a club be?

What are his most important duties?

When a standing committee or an executive committee is appointed in a club, what are the qualifications of the members?

For those who are not connected with the governing of the club there are certain responsibilities for each member; name the most important.

Lesson XV — Legal-Aid Societies

Because young women especially need protection as they come and go from their work or amusements, groups of people have clubbed themselves together and

formed organizations for the protection of girls and inexperienced people. There are men who try to get their living out of other people by cheating or by worse methods. Because of this great injustice to innocent society these legal-aid societies are attempting to suggest improvements in the laws and court proceedings as they now stand as well as to give immediate advice and render service in all individual cases as they find them. Wage claims and other bills are brought by the people to the legal-aid societies for collection, in order to avoid the expense of engaging lawyers and carrying the cases before the court. Divorce cases are again and again prevented by the kindly adjustments of these societies. Often it is a question of damages for personal injuries in factories where no state compensation law exists, which are looked after by the societies.

Among new Americans this legal aid is most important, for it protects foreigners who are ignorant of the language and the customs and the law. Foreigners are very often unjustly charged with crimes. This injustice can be explained away if the newcomer, through an interpreter if necessary, seeks the aid of these societies. Recently these legal-aid societies have formed themselves into the National Alliance of Legal-Aid Societies. In the future this Alliance hopes to build up such a chain of legal-aid societies that there will be no opportunity for a lonely man or woman to go without free advice and counsel in all personal difficulties.

Questions

Have you ever been helped by any legal-aid society?

What special needs can you think of which have not already been developed in these societies which should be developed?

As you have seen young people coming from the old country, what are the most common cases through ignorance of law and language which have brought them before the courts?

CHAPTER VI

CIVIC IMPROVEMENTS

Lesson I — "Safety First"

All over this country a new watchword is being used, "Safety First!" Here and there a city takes up the cry with special zest and applies it in many situations involving danger to life and limb. "Safety First" signs are then posted everywhere — in street cars, in railways, on trucks and wagons. The newspapers take it up and carry the watchword into the home, the shop, and the factory. Now that these words have become bywords, almost every one is beginning to think and talk about the safety campaign. Sermons are preached upon the subject. The schools are interpreting the idea to the children, and at civic centers and settlements illustrated lectures are used to show the dangers of city life and labor and the way to avoid these dangers.

What are the results of these campaigns? It is remarkable to what extent accidents are being reduced. In crowded cities and in dangerous occupations, the campaign for safety has already reduced by one half the number of deaths and injuries from accidents. The reason for this success is obvious. Ordinarily city people are in too much of a hurry to think about accidents, but when they are made to realize the dangers of everyday life, they respond to the common sense appeal and take more care.

Questions

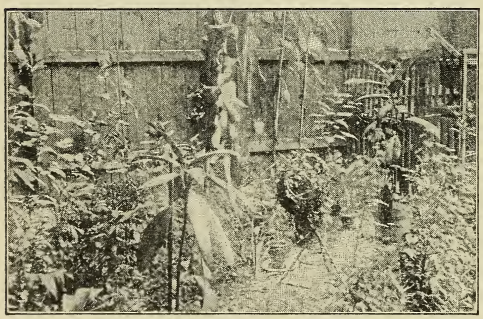
If the rules of "Safety First" had been observed, could the Titanic disaster have been prevented?

How have accidents at sea been prevented recently?

Lesson II — "Clean-up, Paint-up"

A spring cleaning of some kind has long been common among all people the world over. In some countries it even becomes a religious duty, such as the cleansing days prior to the Passover among the Jews. There is a similar custom among the people of India.

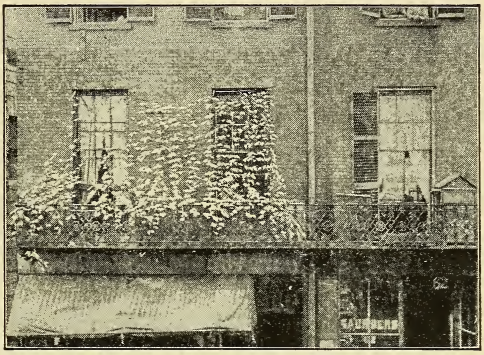
Years ago landlords and tenants did their spring cleaning whenever they chose. Rubbish which had collected for months was brought down from the attics and up from the cellars of tenement houses and left on the sidewalks, making the streets look hideous. Moreover, the street department was not always prepared to handle such a lot of waste and refuse. Because of this, the cities that are specially interested in city planning and in shaping the "City Beautiful" have recently begun to organize what are called "Clean-up, Paint-up" campaigns.



A BACK-YARD FLOWER GARDEN

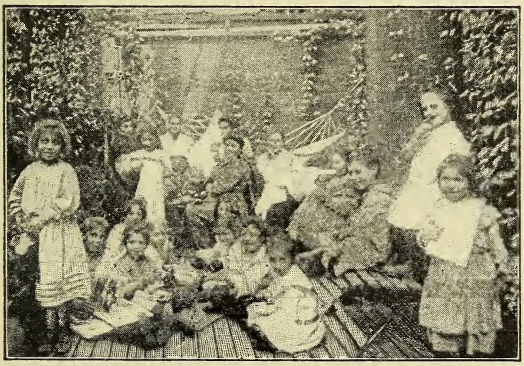
The idea of such movements is to do our spring clean-

ing *together* and to do it in an organized way. The city and citizens plan the campaign weeks ahead. Each district is given dates within which to get its cleaning done. City teams take the rubbish away the same morning that it is put on the sidewalk; thus an orderly cleaning is accomplished in all the districts of a great city.



WINDOW-BOXES ON A TENEMENT BALCONY

Then follows the "Paint-up" campaign. Civic pride causes the people to repaint their houses. Fresh paint changes the aspect of the whole street, and the tenants who live in the houses immediately respond by adding personal touches to the buildings. Window-boxes appear, and where possible, seeds are sown and shrubs set out in the tiny yards that surround tenement houses.



A TENEMENT ROOF-GARDEN

Even roof-gardens begin to appear after the campaign is well under way.

Questions

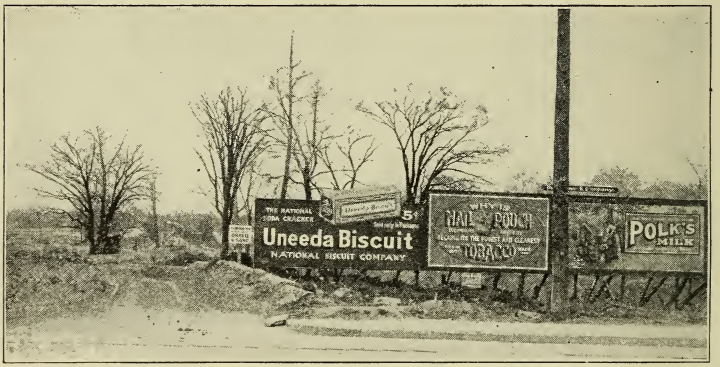
In the district in which you live has this campaign taken place? If not, why not help start such a campaign?

What is the special value of window-boxes and roof-gardens to you? — to the city?

As you remember your homes in the fatherland, do they compare well with your homes in this country?

Why was it so much easier in many cases to keep the native home cleaner than in these crowded cities?

Lesson III — Billboards



A GROUP OF BILLBOARDS

The appearance of a street is often spoiled, no matter how well it has been planned, by hideous billboards in vacant lots or glaring posters on board fences. A yard or fence is often rented to a business firm to post its advertisements, but the rent or profit received by the property owner is very little in comparison with the loss

which follows. The presence of billboards always lessens the value of property, and sometimes hurts the character of the neighborhood, as is the case when they advertise the very things you are trying to keep your children away from, such as cigarettes and liquor.

THE BILLBOARDS REMOVED

One improvement leads to another. Observe that the driveway and the sidewalk have been rebuilt

Questions

When is a billboard especially objectionable?

How can you remove such a billboard from your neighborhood?

Lesson IV — The Use of Vacant Lots

Almost every city owns open lots where, in the past, waste and refuse and ashes have been dumped. Such dumping-places spoil the beauty of a city just as surely as they ruin its health. The city with civic pride does not allow such dumps to exist. In some cities the street lights are produced by burning rubbish as fuel in the power-houses. Some cities clear the land where dumps

have been and invite persons to use the land for farming purposes, or make a school garden where the children will find not only recreation but education.

Here are ten commandments regarding open lots which one city has published, and which every city ought to take into consideration: —

A MISUSED VACANT LOT

An area in the residence section of a city, used as a dump, from which dust and disease can spread. It could easily be cleared and used for children's gardens, or a playground or athletic field

1. Love your neighbor's lot as you do your own, but be sure to love your own.
2. Do not plant tomato cans or rubbish on unused land; their fruits are withered civic pride.
3. Do not allow yourself or your city to create dumps for waste. Rubbish can be made to pay for its own destruction.
4. Do not allow tumbledown buildings to stand on valuable land. They create filth, invite vice, and are a menace to life. They do not save the owners any money.

5. A fence that has ceased to be a fence and has become an offense should be repaired or destroyed.
6. Unregulated advertising on unused land pays for the maintenance of a public nuisance.
7. Two gardens may grow where one dump has bloomed before.
8. School gardens are valuable adjuncts to education and recreation; they can be cultivated on an open lot.
9. Let the children play on the unused land so that they may become strong and keep out of the hands of the law.
10. Let not an inch of land be kept in idleness. It has a divine right to bear fruits and flowers and ever serve the highest interests of men.

SCHOOL GARDENING

Questions

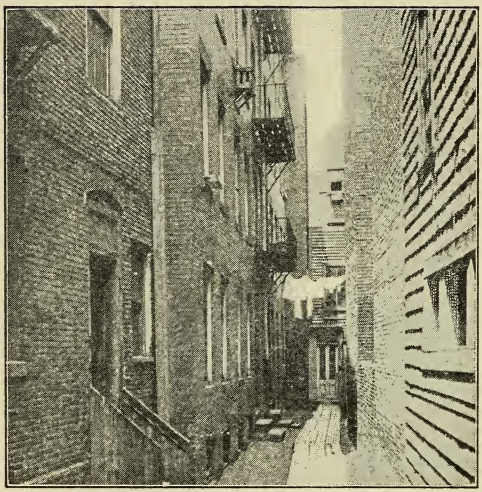
What should you do with the garbage and waste that collects in your home?

If the property in your neighborhood is made a dumping-ground by other people, what can you do about it?

Why is an open dump injurious to health?

Lesson V — Better Housing

The most important influence in your life is your home. You work hard to pay for it; you choose your wife to grace it; your children are born into it. This home often has to be in a house which you do not own. But whether you hire a house or only a few rooms in a tenement, or only one room, it is your own home for you and your wife and children. If you are not married, you still have to have a home, and you choose to live in a house with other people.



CROWDED CITY TENEMENTS

How can it be healthful to live in a place like this?

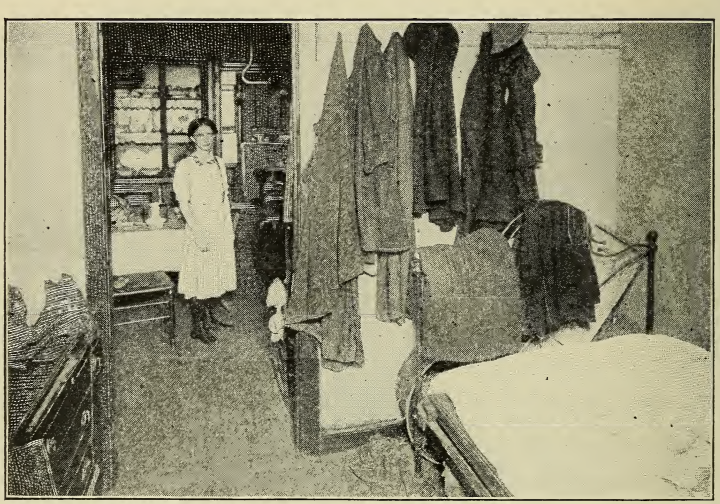
Because of the importance of home life, new Americans sooner or later become very much interested in establishing themselves in homes. You have already found that there are many kinds of homes, — the farm in the country, the cottage in the suburbs, the one-

family house, the two-family house, the three-decker, and finally the block of tenements often containing over two thousand men, women, and little children. There are also boarding-houses, lodging-houses, and hotels.

In early history our ancestors lived in log cabins and in tents, one-room houses, with the out-of-doors roundabout which gave them a chance for gardening and outdoor life. Yet those primitive homes had not the conveniences which modern buildings and cities have. There was no water service, no lighting, no sewers, no rapid transit. Think how hard it was for these primitive homes to supply themselves with water; in winter all was frozen and in summer the wells often went dry. Think how hard it was to keep warm and to cook in such homes.

As people flocked to the large cities, the city tenements were developed to serve the new human needs. So it is that the immigrants are both the cause and the effect of overcrowding in the tenements. This overcrowding which affects both health and happiness begins in a very simple way. A single house is divided into two apartments. Perhaps the attic is converted into another story. The next owner adds two stories, and before long the families are living in the top of the building, in the front of the building, in the rear of the building, and perhaps even in the cellar. A little store is divided off into rooms; some of the tenants take boarders. Thus the one-family home becomes filled with four or five families, possibly of different nationalities crowded together

under one roof. The greatest evil lies in the cellar homes, which are almost always damp, dark, and unhealthy. There the street noise is loudest, the air is poorest, and there is the least sunshine. Since air and light are as important to life as bread and water, you can readily see what price you pay for living in such



Photograph by Jessie Tarbox Beals

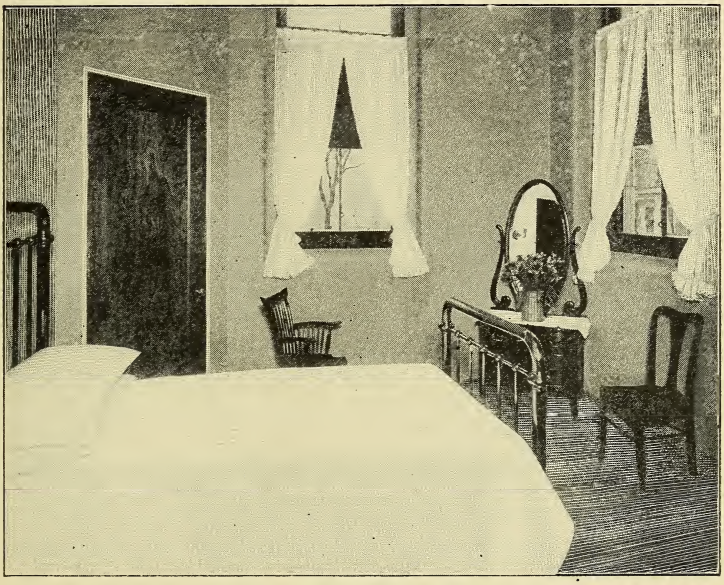
THE "DARK ROOM" DANGER OF THE TENEMENTS

The rooms "ventilate" from one to another; bedroom, dining-room, and kitchen being practically one room, with only one window opening to the *outer air*. Most of the old, small tenements were built on this plan and are accountable for much of the lung disease in cities to-day

homes. Overcrowding is hardest on the little ones and on the old people and on the sick, who are mostly confined to the home. In such homes children die almost as fast as they are born, and the old people become invalids or die before their time. Dwellers in such overcrowded tenements do not love their homes and therefore do not

care enough about them to keep them in decent order. The result is neglect, dirt, disease, death.

Many cities have passed laws forbidding the use of cellars as dwellings, and prohibiting the overcrowding of tenements. They have also ordered particularly bad

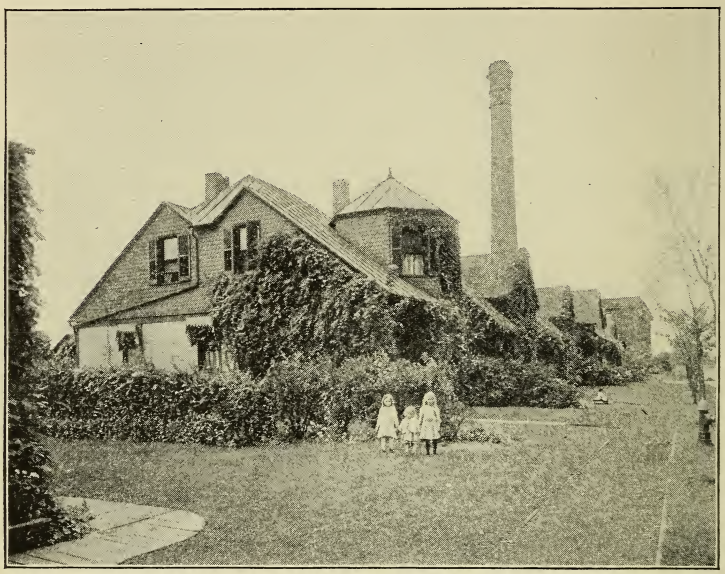


A HEALTHFUL BEDROOM

Windows on two sides; shades rolling from the middle; draperies few and washable; no carpet, but rugs by the bedside

tenements to be improved, and have passed laws requiring that new tenements should be built on better plans: dark rooms are prohibited, air-shafts made larger, and the sanitation safer. The plumbing is especially safeguarded. Rear yards are provided for, and special places set apart for garbage barrels. You can see that

these laws insist on cleanliness, on health conditions, on fresh air, and more sunshine. Since no laws, however good, enforce themselves, you must all coöperate to carry them out for the good of all.



Courtesy, National Cash Register Co., Dayton, Ohio

MODEL COTTAGES FOR WORKMEN

In the suburbs of a city it is possible for factory hands to live in houses like these

Questions

What are the tenement laws in your community?

Do you know of any such tenements as we have been describing?

What are the results of overcrowding? Does your bedroom window open into an air-shaft?

To what extent and in what ways have you suffered in overcrowded and bad tenements?

How can you help raise the standard of living in the average home?

What chance has the new American in the average city home to enjoy study or play? — or even for personal hygiene?

In what way does the home life affect a child's character?

Lesson VI — Building Cities

New Americans have helped greatly in developing our American cities. Many have been very enterprising and have bought large sections of land on which they have built houses and stores. Not a few have thus made great fortunes in real estate. Unfortunately, they have not always added to the beauty of the city while adding to their incomes. They built purely for selfish reasons without regard for the past or for the future of the city in which they chose to make their homes. This is a great pity, especially as many of you come from villages and towns so beautiful that Americans travel miles to see them. American cities and towns would be greatly benefited by the examples and taste which some of you might bring with you. Here is a great civic opportunity, especially opened to every real-estate genius, of whom there are many among the new Americans.

Of course you know that, in order to build a house in the city, you must first submit a plan and procure a permit. Your plan is then examined to make sure that your house will be safe and solid. The building department of some cities go further and insist that it should be pleasing to the eye if not beautiful. True lines, a well-lighted entrance, decoration in the brickwork or woodwork, or at least in the window sashes, or a little balcony, will make a house especially pleasing to look at. Very few

cities are being developed in accord with the general plan with which they started out. Philadelphia and Washington have recently attempted to go back to the plans first outlined for them in their early days. The older cities which have gone through the village and town stages are now forced to plan ahead in order to avoid the mistakes of their past, such as narrow streets, poor connections between various districts, and mixed styles of houses and buildings.

Questions

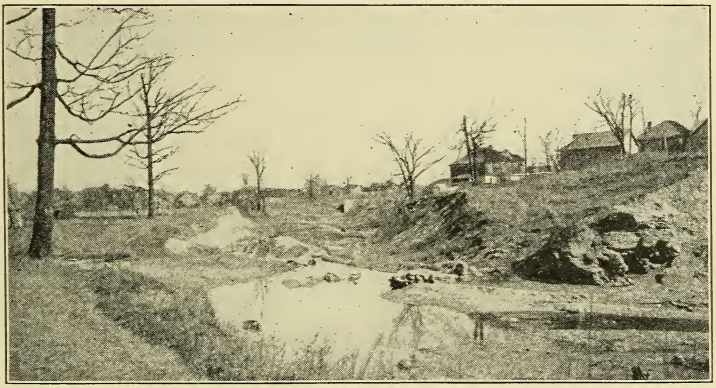
In what ways can the builder, owner, or tenant of a house promote both the value and beauty of his property?

What is the real object of the building department?

Lesson VII — City Planning Boards

The older cities are organizing planning boards whose object is to guide the future development of the city. These boards recommend the general style of homes for different districts. They suggest special places for parks and breathing-spaces. They plan charming landscape effects by planting trees for shade and beauty. In various ways they lessen nuisances: unnecessary street noises, street obstructions, such as telephone and trolley posts, and smoke annoyance. Wherever possible they build tunnels and subways, not only for rapid transit, but in order to rid the city of dangerous and unsightly elevated and trolley lines. The new Americans can accomplish much by coöperating with such planning boards. These boards are made up of architects, real-

estate experts, city officials, and other public-spirited citizens who can forecast the future growth of the city. Their judgment is good. Some of the recent Western cities have started out with a plan and are developing it as they proceed. Moreover, they strongly believe in their future, and are therefore planning far ahead for a population many times larger than the present. These young Western cities, because of their wise planning,



A NEGLECTED SPOT

will not be forced to spend a million dollars to tear down a block of tenements in order to give the people a chance to breathe fresh air. Such cities are a splendid tribute to the intelligence of the new Americans, as well as the older Americans with whom they are working hand in hand for the development of a bigger, better, and more beautiful country.

You are doubtless thinking now of the question of expense, which all practical real-estate people consider

first. You are saying to yourself that these new ideas are expensive. They are, but they pay. Model tenements pay better than cheap tenements. The largest cities are now beginning to build modern tenements, and they have proved successful experiments. You can build tenements yourself which will be a credit to the city, and which will earn money for you. You can apply the idea of city planning to your own neighbor-

THE SAME SPOT TRANSFORMED INTO A BOULEVARD

hood. Plan first and then build. If you are opening up a new district, your plan will save you money, and perhaps trouble later on. If you are rebuilding old houses, you can add to the beauty of a neighborhood by following out a plan which will harmonize more or less with the style of the adjacent property. Even if you are remodeling a single family house into a two-family house, it will pay you to consult an architect as well as a builder. During the first month or so you will save his

fee because the plan will attract tenants, and make it possible for you to secure a higher rent. Finally, building in this civic spirit will make you feel that you are doing what you can to coöperate with the city planning board and other organizations to make the city of your adoption a "city beautiful."

Questions

How can a city plan its future?

How can you foretell the growth of the city twenty years ahead?

If you were a member of a city planning board, what ideas would you like to carry out?

How would you get your fellow citizens to coöperate?

Do you believe in laws against wooden buildings in crowded districts?

Would you be willing to pay a little higher rent for a better home?

What day of the week do women feel most strongly about the smoke nuisance?

What should they do about it?

Lesson VIII — The City Beautiful

What is the city beautiful? The city beautiful is twofold; it is a city that should have an inner and an outer beauty. It should have external harmony, which means an ideal grouping of public buildings at one civic center, broad streets and boulevards connecting with the park system and parkways, model government buildings, school buildings, police and fire stations built harmoniously and in keeping with the needs of the city. Wherever one walks the convenience and comfort of the pedestrian have been considered; tree planting and land-

scape gardening add a grace and charm, and the monotony of the long streets is broken by bubbling fountains and statues which catch the eye and satisfy the sense of good taste. If a water-front lies along the city, it is made into a park for the benefit of the people, and small playgrounds and breathing-places are set aside in the crowded districts also. Vacant lots belonging to the city are turned over to the people for gardens, and through the long summer months roof-gardens invite the congested population up into the fresher air.

But this is not all. The city beautiful must possess an inner beauty which shall consist of strong men and fine women whose faith and courage will make them able to serve themselves and others. They must be tender-hearted in their thoughts toward little children, and the aged and infirm. They must make laws to combat those who are self-seekers and office-holders who would betray trusts or take bribes. This inner beauty must show itself in a government of the people and for the people, by a people who have sane and tested ideas of government, of industry, of education, and of art. Above all it must consist of families united in love and loyalty whose ideals of the home are pure and exalted. No city can be truly beautiful unless it attains to this inner character.

Questions

Is our city beautiful?

Has this city both the inward beauty of character and the outward beauty of fine streets and handsome buildings?

What ideals can people from foreign countries offer to American city life?

In how far have foreigners been able to carry out these ideals?

It was a Frenchman who planned the city beautiful for Washington — do you know of other foreigners who have been famous leaders in city building?

CHAPTER VII

CIVIL GOVERNMENT

Lesson I — Citizenship

On reaching the United States people from foreign countries are almost always interested in the freedom with which people may come and go about their work or recreation, so long as they do not interfere with the rights of others. Immediately the newcomer is surprised to find that if persons have secured a "permit" from the city officials, they, together with groups of other men, may collect in open spaces or parks to hold meetings, and that no one interferes with them, if they in turn interfere with no one. This is because one of the privileges of citizenship in this country lies in the freedom to assemble. In the Bill of Rights in the Constitution of the United States, you will find that we have many privileges and rights that are not granted by European Governments. Every one may attend any church or no church without being rebuked. Groups of persons may march to the Mayor's office or to the State House where the Governor has his office and demand redress, if they think they are entitled to such redress. Or they may ask for aid when they are in distress. They may express their dissatisfaction with social, political, or industrial conditions through the press of the country, or from public platforms. If a person has committed a crime, or is thought to have committed a crime, he may have

trial by jury and a speedy trial. Moreover, he is not judged guilty until proved so by court proceedings. In this country if a man has been proved guilty of a crime or misdemeanor, his family and his property do not suffer the consequences. Nothing is confiscated, nor does the disgrace fall upon the innocent members of the household.

In order to understand who are citizens, we may read the Fourteenth Amendment of our Federal Constitution: "All persons born or naturalized in the United States, and subject to the jurisdiction thereof, are citizens of the United States and of the State wherein they reside." You will see that citizenship is a privilege which attaches to men, women, and little children. Since the Fourteenth Amendment of the Constitution was drawn up we have annexed territory, as in Porto Rico and the Philippines. The question of citizenship in these territories was left for settlement by act of Congress; but so far Congress has not seen fit to give full American citizenship to the people of the Philippines. Heretofore, when territory was annexed to the United States, citizenship was acquired through treaties. Thus the foreigners who resided in Louisiana and Florida, and in New Mexico and California, became citizens of the United States as these territories were transferred from their mother countries to us.

Citizens may or may not be voters. They may or may not be subject to military service. But each and every one who has the rights of citizenship has equal privileges —liberty, justice, and protection.

The rights of citizenship are twofold, because they are not only embodied in the first ten amendments to the Constitution of the United States, but they are found in each of the constitutions of the forty-eight States.

If a person is a citizen of the United States, he not only is entitled to the protection which it gives him, but he in turn owes something to his country. First of all, he owes it his allegiance. Not only in times of war but at all times, he should be ready to uphold the honor of his country and to coöperate in enforcing the laws. A citizen should be willing to serve on the jury or as a witness. He should be ready to serve the State, when needed, as a member of the National Guard. If suffrage has been extended to him, the most important obligation follows — that of an honest vote.

Questions

Have you been called to serve in the militia?

What benefits follow from this service to the individual as well as to the country?

Have you served on a jury?

Do you feel the importance of the honest vote?

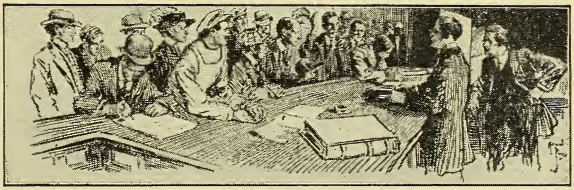
Do you teach your boys the importance of suffrage?

What common interests do boys and girls have that will fit them to take a part in service for their country when called upon later in life?

Lesson II — How to become a Citizen

The alien is made a citizen by a process of law; this is called naturalization. Naturalization is not the right of all races; no alien Mongolian, no Chinese, can be

naturalized in the United States; and no member of our own Indian tribes can get citizenship by naturalization. The method of naturalization prescribed by Congress requires a minimum residence in this country of five years. All immigrants who wish to become citizens should file their first papers, or "declarations of intention," as early as possible, because it takes five years of American residence before an alien is at liberty to file his second paper. Therefore, he should take out his first papers during the first two years of his residence. In

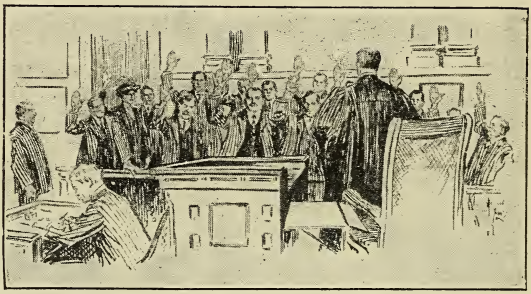


TAKING OUT CITIZENS' PAPERS

other words, he must declare on oath that it is his intention to become a citizen of the United States, and to renounce forever his allegiance to the foreign country of which he is a subject or citizen. If an alien delays getting his first paper more than three years after his arrival, it is impossible for him to become a citizen at the end of the first five years of his residence in the country. If he delays seven years after taking out his first paper before acquiring the second paper, the first paper is void, and he must declare his intention over again. (See pages 151 to 173.)

Any United States court, and certain state and muni-

cipal courts, have the right to administer the oath of naturalization. Aliens who have come here since 1906 must show a certificate of arrival. In order to obtain this certificate it is necessary to write to the Immigration Department at Washington, D.C. This certificate costs nothing. The first paper — "declaration of inten-



TAKING THE OATH OF NATURALIZATION

tion" — costs one dollar; and the second paper, the petition for full citizenship, costs four dollars.

Many new Americans wish to change their names, especially when their names are difficult to pronounce and contain many syllables. The change can be made without extra charge when filing the second papers, provided the judge is satisfied that the change is not made in order to escape punishment for any past offense. Before one is finally sworn in as a citizen of the United States, one must be able to read and write a little and answer some such questions as the following: —

What does citizenship mean?
What are the advantages of becoming a citizen?

What does citizenship mean to women where they have a right to vote?

Does the protection of citizenship mean anything to women where they have no vote?

In what sense are minors or aliens citizens, — that is, what rights and duties do they have in common with citizens?

What groups of people may not be counted as citizens?

Mention the civil rights guaranteed by the State, by the Nation?

Can you mention a right which does not create a duty?

What are "inalienable rights" according to the Declaration of Independence?

Does the President of the United States enjoy greater privileges than the average citizen?

Do you know whether your neighbors are all citizens?

How can you help them to become citizens?

When can a citizen exercise the rights of a citizen?

Lesson III — Aliens

Besides the citizens of the United States who are native-born or naturalized, or annexed, as in the case of the Porto Ricans, and the Hawaiians, there are thousands of people who have never asked for citizenship. So long as they fail to qualify for American citizenship they are called "aliens." Those who have lived away from their own country long enough to have lost their rights to protection by their native country, and have neglected American citizenship for their protection from any other power, have only themselves to blame.

In American law an alien is a person born of foreign parents in a foreign country who has not been natural-

ized in the United States. There are rights and disabilities of aliens. There are the so-called "alien friends," who have the same personal rights as an American citizen during times of peace. Although they receive no political or voting privileges, they have the right to dwell safely in the country, and the right of protection to person, reputation, and personal property. A statute cannot impose any duties upon an alien, but it may confer rights upon him. The alien may acquire personal property left to him in a will. If an alien dies, his children, even if born abroad, may inherit all his personal property if left to them by a will, or they may acquire it as natural heirs. In most of our States under statute law "alien friends" may own or acquire or inherit or sell land as if they were American citizens. They may also sue and be sued in our courts with the same process of law as is available to a citizen.

Questions

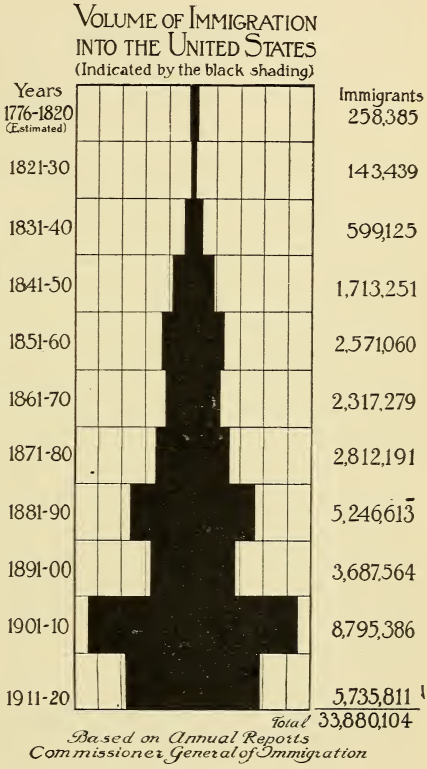
What is the meaning of the word "alien"?
How does a foreign war affect the aliens in the United States?
What is a neutral nation?
When is a person neutral?
Who are reservists?
Do reservists lose their privileges in the United States because of active service in their mother country?

Lesson IV — Immigration

Many new Americans sooner or later send for their friends or families in the old country to join them in the new. It is therefore important that the new Americans

understand our immigration laws which will allow foreigners to enter or which may keep them out.

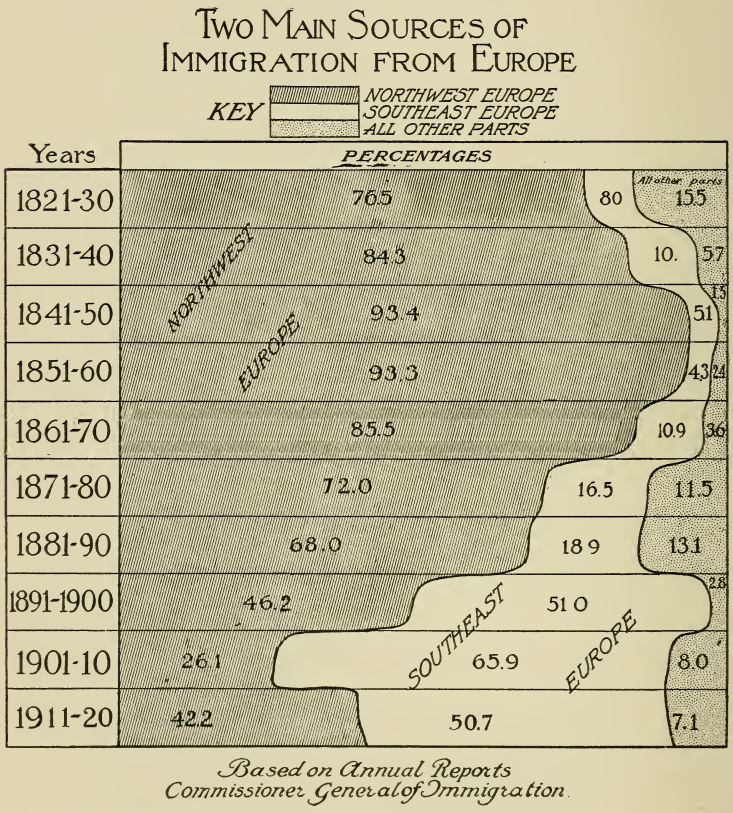
There are at least five specified causes for deporting an immigrant. The most important refers to diseases. One of the most serious causes for deportation is the disease called trachoma, an acute trouble with the eyes. Then again no one is admitted who is likely to become a public charge, or who has a criminal record, or who comes under contract to work.



Before sending your friends tickets to come to this country, make sure that they are not likely to fall into any of these classes of persons who may be deported. The Immigration Department at Washington will send you free a pamphlet on immigration laws. Many immigrants, upon the advice of some agents abroad who misrepresent the facts in this country, arrive at our wharves only to find themselves in serious trouble. Moreover,

even if at the outset they are allowed to enter, there are laws by which they may be deported within three years if the Government finds cause for deportation.

Every immigrant, for his own sake, ought to know



Based on Annual Reports Commissioner General of Immigration

how this country feels about immigration. It is a favorite topic for discussion. Some argue that this country still has plenty of room for desirable immigrants, pro-

vided they are properly distributed throughout the forty-eight States. Immigrants are beginning to appreciate that there are more opportunities for them in the West than in the East; that there are more chances in the agricultural fields of the great Western States than in the industrial situation along the east coast. Those who are wisely distributing themselves, therefore, in colonies away from the trade centers are making it possible for their parents and brothers and sisters to find a home in the "promised land." There are free state employment bureaus as well as the Immigration Department at Washington which are ready with information and advice to immigrants who desire to settle in the Far West. There are many immigrant societies in the different States, ready to give assistance both with advice and money. They often help the immigrant to join friends who have migrated across the country, and especially during the difficult stages of arriving and founding a home and finding business. These societies are invaluable.

Questions

What is the difference in the meaning of the words "immigrant" and "emigrant"?

Does the idea of deportation interfere with the principle of personal liberty?

How can the United States avoid the need of deporting so many foreigners?

How can deportation be avoided by the immigrant?

How did the World War affect Immigration?

What is the present Immigration law?

What is the Literacy test?

Lesson V — The Immigrant and Private Agencies

At all the great ports there are agencies working through groups of persons representing different races or different religions. For instance, there is the Hebrew Immigrant Aid Society, and the Polish Immigration Society, and the Bethany Danish Lutheran Church, and

Courtesy, Tenement-House Department, New York

A CONGESTED TENEMENT-HOUSE SECTION

so on. These private societies mean to do good work and often protect the immigrant from his own ignorance of the language and the law. They try to protect the immigrant from the lawless and fraudulent representatives of boarding-houses and illegal banks. These banks and boarding-houses send runners and illegal lawyers and

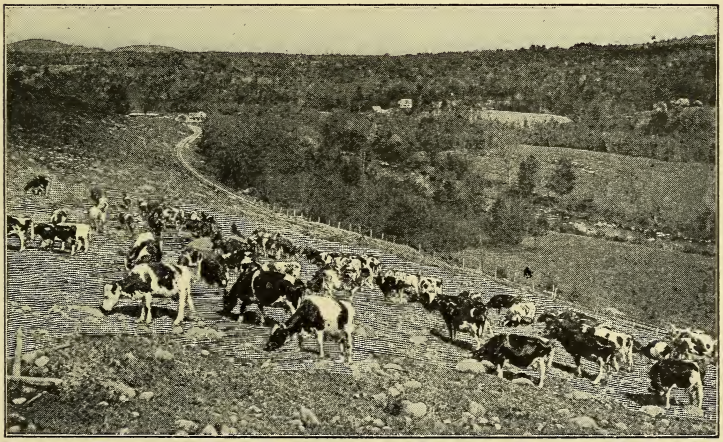
interpreters to the docks to meet such foreigners who have been disappointed at not finding their friends there. It is impossible for these immigrants to judge whether these interpreters and lawyers are trustworthy, but in almost all cases representatives of the private agencies are ready to serve them honestly and efficiently.

Questions

What was your experience at the port when you came to this country?

Have any private agencies in this town or city helped you in such a way that you can recommend them to other immigrants coming to America?

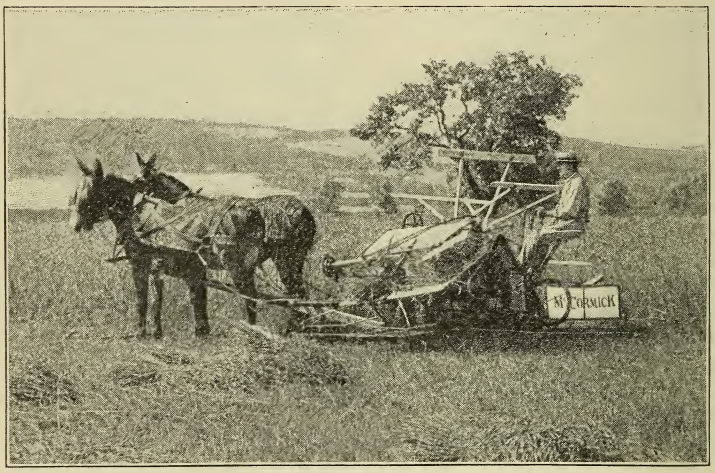
Lesson VI — The Immigrant in Business



THE OPEN COUNTRY

To be successful in business the foreigner must first learn the language so that he will understand its many

meanings. He must also learn to understand the people in the locality in which he opens his trade. It is a great mistake to open a place of business too early in the foreigner's experience in an American city. At the outset, if the immigrant has brought his family with him, his wife and the older children will work also in order to put together their earnings, by which they may accumulate



THE FARMER AT WORK

a fund for the purchase of a business — a fruit or candy stand, or a little shop. Many recent immigrants have established themselves in business in this way. In fact the number of foreign-born persons engaged in trade is steadily increasing. On the other hand, many immigrants who began to work in a factory and then extended their interests into individual trades in the city finally

have discovered that a still greater opportunity lay in the country. They have realized the great advantage to one's health which results in living out of doors. Farming and market-dairying offer profitable work to the Europeans who have come from farms abroad. There is need of the foreign-born citizen in the country as well as in the great cities.

Questions

Is the foreigner handicapped in business?
Is he ever at an advantage?
How does the knowledge of a foreign language help him?
Does the knowledge of the way business is carried on in foreign countries help him in building up a business in this country?

Lesson VII — Laws of the Land

People in America are not under the constant police inspection which exists in some European countries. In the United States we may move freely from place to place without passports, and without officially registering in every new city and town. Yet in some of the countries of Europe this is necessary. The reason for this freedom which we as a people enjoy is this: that we are all deemed innocent and lawabiding until we are proved otherwise. In other words, it is believed that we keep the laws and that we do not intend to break them. It is very important for the newcomer to know these laws in order that he may not break them through ignorance, because in law ignorance is no excuse. The Declaration of Independence states that all people have a

right to life, liberty, and the pursuit of happiness; and the United States Constitution guarantees to every person these same rights. The duty of each and every person is to see to it that he does not in any way interfere with the rights of some one else.

The laws most important for immigrants are those relating to public morals, public health, industry, and education. The public morals include the questions of marriage, desertion, divorce, gambling, temperance, and social habits. The various States differ in their laws. It is well for the newcomer to acquaint himself with what is forbidden by law in the State in which he lives.

We have already discussed the laws, or at least some of them, concerning public health, and we have spoken of the regulation of labor. In many States labor legislation has gone a long way to protect the employee from damage to life or limb. It has also undertaken to prevent the employment of women and children in occupations which menace health; and also to prevent the employment of young children in mills and other places where formerly the law did not interfere.

One of the most serious problems of society is what to do with the people poorly equipped in body and character. Some parents do not understand health laws, food values, and the need of education. Because of this, laws have been passed to protect children, so that children who are weak and under-nourished shall not grow into adults who must be cared for by the State at public cost. Our State Governments need further to protect the

welfare of growing children. When all the children have had their rights to "life, liberty, and the pursuit of happiness," we shall have a better generation of citizens. The immigrant needs to think about these laws which should be made to protect children and women. Coming from foreign countries where they have lived in the agricultural districts, health has not been a matter of so great concern. The laws of this land should be made to protect society from delicate mothers and sick children and worn-out adults. This may be met by future legislation preventing the causes that have in past years produced these conditions.

Questions

What different nationalities live in your community?

Do many of the children of these foreign people seem to think of race prejudice, or do they all go to school together and play together and forget their national differences?

In times of war or great affliction by fire or flood would race prejudice be remembered?

Does America offer a splendid opportunity for personal services?

Lesson VIII — The Law of Conscience

It is impossible for you to learn all the laws of a new country at once, but there are laws which are important. Above all, the so-called unwritten law of your conscience, — the still, small voice within you which proclaims you right or wrong independent of law. This unwritten law will guide you in your everyday life. There is no law

about being a good neighbor; there is no law against hurting another man's feelings; yet your common sense will tell you how short-lived this country would be if the sixty and more races living here together did not try to live peaceably with one another. Italians and Jews living in the same crowded districts learn to consider one another and to grow friendly.

Again there is no law which compels a newcomer to serve in the American army. The European nations demand a service from their citizens. Yet it is an unwritten law that you will render service at the country's call when a volunteer army is required. People from races all over the world living in the United States have given without being asked splendid service to their new country at times of great crises. Not only during wars, but at the time of great fires, famines, and flood, new and old Americans alike offer themselves for service.

Questions

What is unwritten law?

Is the unwritten law of this country like the unwritten law of your mother country?

How does the unwritten law influence the conduct of nations?

Which is older, written or unwritten law?

Is family life regulated by written law or unwritten law?

Who make the laws of the United States?

Who make those called state laws?

Who make the city laws and city ordinances?

Why is it fair to enforce the laws of a community and country upon aliens as well as upon citizens?

Mention a law or laws enacted in the South which do not exist in the North.

Do these different state laws interfere with the laws of the United States?

Are laws for the special benefit of working people in the nature of special privileges?

In some States the eight-hour law for women in industry has been upheld; in other States it has not been upheld. Can you tell why?

Lesson IX — The Jury

One of the great privileges of an American is to be chosen to serve on the jury. When such a call comes to you, you are obliged to accept. You should be glad of the opportunity. The experience will be very valuable to you. There is no better way of understanding the practical working of the laws of this country than by serving on either the grand jury or the petty jury. This privilege, however, carries with it serious responsibilities. You are obliged to pass judgment which may and often does affect a person's entire future. Indeed, it may be a death sentence. Again, — and this is not an easy thing for any one to do, — you are compelled to dismiss absolutely all prejudice. A prejudice for or against an accused person is, if discovered, sufficient reason for you to be excluded from a jury. This rule is made to insure a fair trial of every case. Above all, you must be honest — honest with yourself and square with your conscience, not merely because perjury is a crime, but because honesty is the foundation of the jury system. The jury system is the strongest characteristic of the Anglo-Saxon people expressed in American government.

Questions

The words "jury" and "justice" come from the same root — do you see the connection?

What can any one do to get a chance of serving on a jury?

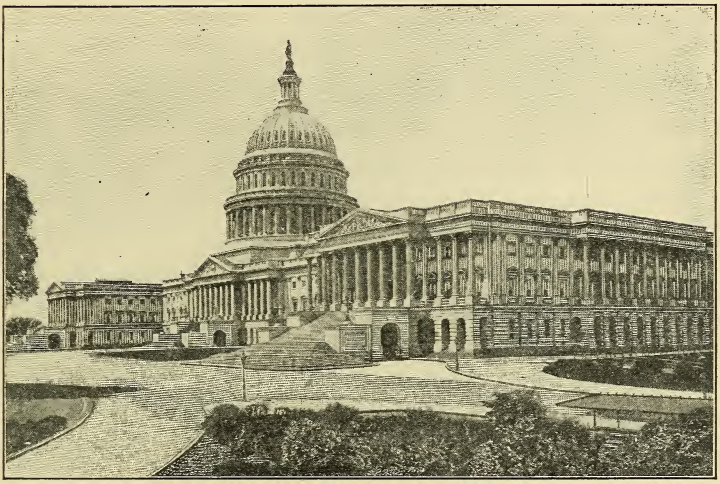
What can any one do to be excused from serving on a jury if he finds he must?

What type of man should always be chosen to serve on a jury?

Lesson X — The Government of the Nation

In studying the government of our country we find a twofold relationship. On the one hand, there are forty-eight States which make up the Union. This Union would not be possible without the States. Yet again, the States are but parts of the Union, and they have no existence except as parts of the United States. Because of this relationship, the immigrant must study carefully these two great divisions in our government: first the National Government, and second the system of State Governments. As it is impossible to examine each of the separate States, the newcomer will need to turn for advice to local authorities who know what the Government consists of in the State in which he has settled. But it is possible to look at the Federal Government and study its important methods of lawmaking and its execution. Our Federal Government makes the national laws and sees to it that they are enforced. All the laws made by the States must agree with the national laws. These national laws are made in Congress at Washington in the District of Columbia. Congress, or the Legislative Department, is made up of a body of men who have

been chosen as representatives of the people. The States each send two Senators and a number of Representatives dependent upon the population according to the latest census. Besides Congress the Federal Government has an Executive Department which consists of a president and a vice-president, and a Judicial Department. The



THE CAPITOL OF THE UNITED STATES, AT WASHINGTON, D. C.

Supreme Court of the United States interprets the law. These three divisions of our National Government find their authority in the Constitution of the United States. The Constitution was drawn up in 1787, and it has proved an admirable working frame of government because to no one department has too much power been given. The Constitution of the United States grants to Congress (the lawmaking body) immense

power, but this power may be checked by the President whose veto is final unless Congress is so nearly unanimous that by a two-thirds majority it can pass a law over the President's veto. Again, laws made by Congress and signed by the Executive may be found unconstitutional by the decision of the Supreme Court of the United States.

More important, however, to the public, and especially to the newcomer from foreign countries, are the manifold activities which the Government of the United States carries on. The President has throughout the history of the country found it necessary to call together a group of men who are appointed to special work as "Secretaries." They sit together in a council which is called a "Cabinet." They are appointed by the President, with the approval of the Senate, and their titles are as follows: Secretary of State, Secretary of the Treasury, Secretary of War, Secretary of the Navy, Postmaster-General, Secretary of the Interior, Attorney-General, Secretary of Agriculture, Secretary of Commerce, and Secretary of Labor. The work of the ten departments which we have named is divided among subordinate branches of the departments called "bureaus." These bureaus carry on the special work which belongs to each department as a whole. Immigrants are generally much interested in the Bureau of Immigration, and its very great service to new Americans. Many foreigners who wish to live on farms can be most helpfully served by keeping in touch with the documents sent out from the Department of Agriculture.

Every day every one benefits by the work of the Weather Bureau, and every day we are indebted to the Post-Office service. Many people are drawing money from the Pension Office, while nearly every one is better off because of the Bureau of Pure Foods. It is well to know something of the machinery of the Government, but it is much more important to be intelligent concerning the actual work done by the Government for the good of citizens of the United States.

Questions

Who is the President?

Who is the Vice-President?

Who is the Secretary of State?

Who are the United States Senators sent from this State?

Who is the Congressman sent from this district?

What special interests have been brought before the notice of Congress by this Congressman?

What special state interests have been presented by the Senators?

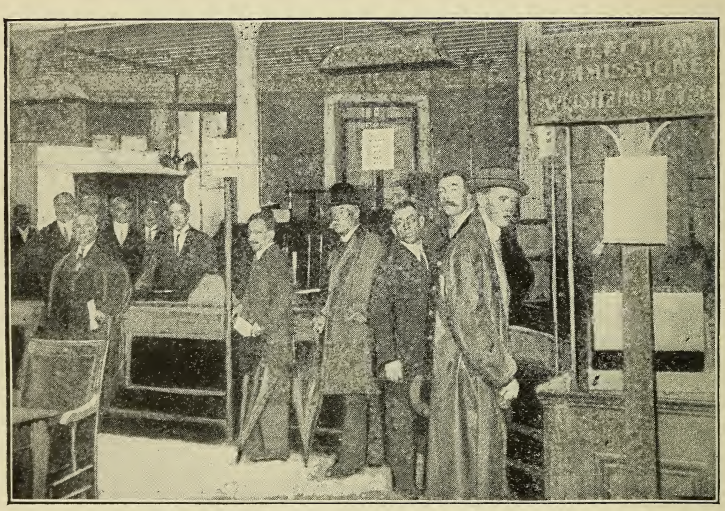
There are ten departments of government which carry out the work of the United States Government? Which of these departments interests you most? Why?

Which bureau notifies us in regard to the money market? The commerce of other nations? The conditions on our coast? The weather? Mines? Waterways? Postal service? Pure foods? Pure drugs?

Which department offers the best opportunity for learning English, for learning a trade, for becoming a citizen, and for providing the cost of living when in exchange the person gives his service to the country?

Lesson XI — Political Parties

In the United States groups of voters form what are called political parties. These political parties have built up the machinery of government. Federal and state constitutions and statutes form the legal founda-



VOTERS AT THE POLLS

tion of government, but the legal provisions would not be expressed if there were no agencies which could set forth the will of the people. Some important functions or lines of work are carried out by political parties. First, they are the agencies by which political campaigns are conducted. Then through their machinery they enable the party voter to cast his ballot for the candidates of his own political faith. This party faith is set

forth by the various party committees who agree upon what is called a party platform. This party platform sets forth principles of the party which may be approved or rejected by the voters.

The two leading parties are the Republican and the Democratic. The Republican Party has maintained in its platform the principle of a protective tariff and a strong federal government. The Democratic Party, on the contrary, has been the champion of state rights and of the strict interpretation of the Constitution. It has therefore opposed the protective tariff.

Besides the two leading parties, many minor parties have been formed from time to time. The Prohibition Party was the oldest. Its aim was to secure the suppression of the liquor traffic, and its work helped to bring about the enactment of the eighteenth amendment to the Constitution. The Socialist Party has had great influence in local communities and has done much to improve industrial conditions in certain centers. The Progressive Party, which stood for the overthrow of machine government, came into being at a time when men and women all over the United States felt that the people of a democracy should be more closely in touch with the actual proceedings of government. This party served its purpose and has now passed out of existence. Among the ideas of the Progressive Party which have been adopted by one or the other of the large parties are direct primaries, the recall, the referendum, woman suffrage, human conservation, and conservation of natural resources.

These minor political parties have never yet elected a President, but they have from time to time sent members to Congress, both as Representatives and Senators. These parties stand for important principles in our national life to which the public have rallied. National leaders have presented these principles at conventions.

In State Governments the same political parties are usually represented. But as States differ because of differences in the economic and social conditions the planks in a political platform upon state matters vary widely. Some States are agricultural, others commercial, and still others industrial in their interests. In municipal governments purely local issues have become more important than party affiliation. Gradually people are beginning to believe that local issues are best served by a movement of the people who rally to the immediate need for the general good. For example, an honest health department, which serves the immediate interest of the locality, has nothing to do with the principles of high or low tariff, and therefore the personnel of such a board should be made up of men who are honest citizens without reference to their political creeds.

Questions

Are there political parties in your mother country?

To which did you or your family belong?

Which political party do you prefer in this country?

Is a man who votes for one party in national politics and for a different party in state politics inconsistent?

Why should the government of a city or town be in no way connected with party politics?

Should a policeman or a fireman be in any way connected with one of the great national parties?

Lesson XII — Civil Service

You may be surprised to learn that there are over one-half million persons working for the Federal Government of the United States. These employees range in scope from foreign ministers and ambassadors down to laborers who work on the national public roads. There are professional and scientific positions based on examinations in some cases, but for the most part based upon the merit system. The President has great power, either directly or indirectly, over the appointment and discharge of these national employees. Because of this great power the so-called "Civil Service Reform" movement has brought about civil-service examination. By passing examinations which are held in every State and Territory at least twice a year, a man may enter the federal or state civil service and hold his position without interference from political parties. Clerkships in the civil service of cities in the States offer good salaries and pleasing work. The new American citizen should do all in his power to become educated enough to pass the civil-service examinations. One can serve his city or State as well by honest service in the civil government as by promising to die for his country if necessary in time of war.

Questions

What does civil mean?
What does civil service mean?

Name the different types of civil service?

Name the three divisions of government which offer civil service?

What civil-service positions require first papers? — Second papers?

What is the advantage of civil service to the government employee?

What is the disadvantage of civil service?

Suppose the better applicant for a civil-service position cannot meet the technical requirements, what often occurs?

Who appoints and removes employees in government work? — For the city? — For the state? — For the nation?

How do you apply for a pension if you are a government employee?

How do you bid for government contract?

Are such bids under civil-service rules?

Lesson XIII — The Citizen's Opportunity

One of the leading American authors has said that "America is another word for opportunity." Immigrants, especially, understand the truth of this statement. Many of them have come from countries in which there was no opportunity for them to educate themselves or their children, no opportunity to set up their own business, and no opportunity for them to take any part whatever in government. But these people have always heard of America as a country where every citizen was free to do each of these things.

Now one of the largest opportunities which America offers her citizens is the privilege of taking a share in the government. Abraham Lincoln, one of our greatest Presidents, said that ours was a government "of the people, by the people, and for the people." The only

way to maintain it as such is for every citizen to take an active and constant interest in the government. You are given a great privilege when you are allowed to vote. As a newly enrolled voter, you go to the polls with eagerness. It is your duty as a citizen never to lose that feeling of eagerness. Unfortunately it is true that from habits of laziness, or indifference upon public questions, some citizens fail to do their duty as voters. Their first interest does not endure, and they stay at home when they ought to go to the polls and vote. One of the most important lessons that you can learn is the power of the ballot. Upon every public question, first be sure you are right; and then, vote. Only by intelligent and honest interest in these matters can you do your part in maintaining America as the land of opportunity.

"THE STAR-SPANGLED BANNER"

APPENDIX

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VI. Two National Anthems 176

APPENDIX

I. HOW TO BECOME A CITIZEN OF THE UNITED STATES [1]

WHO MAY BECOME CITIZENS

1. **Race**

   Only white persons or persons of African birth or descent may become citizens. Others, such as Chinese, are excluded.

2. **Belief**

   No person may become a citizen who is a polygamist or an anarchist or who belongs to any organization teaching disbelief in or opposition to organized government.

3. **Minor Children**

   Minor children of a naturalized citizen themselves become citizens, at the time of their parent's naturalization, if they are then living in the United States. Otherwise they become citizens when they begin to live permanently in the United States.

HOW TO MAKE APPLICATION

" First Papers "

The applicant, who must be over **eighteen years** of age, must first **declare his intention** to become a citizen, in other words, take out **" First Papers."** This should be done in the following manner: —

1. He must apply to the Clerk of the United States District Court for his district or of his own County

[1] This section describes in detail the formalities outlined in Chapter VII, Lesson II, page 122.

Form 2213

FACTS FOR DECLARATION OF INTENTION

U. S. DEPARTMENT OF LABOR
NATURALIZATION SERVICE

NOTE. — A copy of this form will be furnished by the clerk of the court, the Chief Naturalization Examiner, or the public-school teacher to each applicant for a declaration of intention, so that he can at his leisure fill in the answers to the questions. After being filled out the form is to be returned to the clerk, to be used by him in properly filling out the declaration. Care should be used to state as near as can be remembered the day, month, and year of arrival, as well as the name of the vessel on which the alien emigrated to this country.

TO THE APPLICANT. — The fee of one dollar required by law for the declaration, must be paid to the clerk of the court before he commences to fill out the declaration of intention. No fee is chargeable for this blank, and none should be paid for assistance in filling it out, as the Naturalization Examiner or the public-school teacher will help you free of charge.

My name is.....*Age:*.....*years.*
(Alien should state here his true, original, and correct name in full.) (Give age at last birthday.)

Also known as.....
(If alien has used any other name in this country, that name should be shown on line immediately above.)

Occupation:.....
Color:..... *Complexion:*.....
Height:.....*feet*.....*inches.* *Weight.*.....*pounds.*
Color of hair:..... *Color of eyes*.....
Other visible distinctive marks:.....
(If no visible distinctive marks, so state.)

Where born:.....
(City or town.) (Country.)

Date of birth:.....
(Month.) (Day.) (Year.)

Present residence:.....
(Number and street.) (City or town.) (State, Territory, or District.)

Emigrated from:.....
(Place where alien got on ship or train to come to the United States.) (Country.)

Name of vessel:.....
(If the alien arrived otherwise than by vessel, the character of conveyance or name of transportation company should be given.)

Last place of foreign residence:.....
(City or town.) (Country.)

* *I am*.....*married; the name of my wife is* .....
**born at*.....; *she was*
I am now a subject of and intend to renounce allegiance to .....
.....
(Write name and title of sovereign and country of which now a subject; or if citizen of a Republic, write name of Republic only.)

I arrived at the port of.....
(City or town.) (State or Territory.)

on or about.....
(Month.) (Day.) (Year.)

*NOTE TO CLERK OF COURT. — The two lines indicated by the * contain information which is provided for by blanks on the latest declaration of intention form, until such time as you may be supplied with forms containing these blank spaces the information called for herein should be inserted immediately ABOVE the twelfth line, which begins "It is my bona fide intention," etc., as requested in circular letter of January 5, 1916.

Court for a blank form called, " **Facts for Declaration of Intention.**" (See page 152.)

2. He may fill out this blank himself or get some one else to do so for him.
3. He must, within a reasonable time, take the blank, with **One Dollar,** to the Clerk of the **same court** who will fill out and give him a certificate to keep. This is his **Declaration of Intention** or **First Papers.**

WHERE TO APPLY FOR FIRST PAPERS

1. At the **United States District Court.**
2. Or at the **Superior Court,** in the **Court-House,** of his own county.

" **Second Papers** " (See pages 154–155.)

The applicant must then wait at least **Two Years** before **Second Papers** can be taken out. He must also meet the following conditions: —

1. His application for **Second Papers** must be made within **seven years** from the date of his **First Papers,** otherwise his **First Papers** will be void and others will have to be taken out again before he can take out **Second Papers.**
2. He must be able to speak English (if physically able to do so).
3. He must be able to sign his own name.
4. He must have lived **continuously** in the United States for at least **Five Years** immediately preceding his application.
5. He must also have lived at least **One Year** in the State where he applies for Naturalization.

Petition for Naturalization

After **Two Years** have passed from date of taking his first paper, the applicant may file a **Petition for Naturalization** (or take out **Second Papers**), as follows: —

Form 2214
U. S. DEPARTMENT OF LABOR
NATURALIZATION SERVICE

☞ NOTE — FOR USE OF ALIENS WHO ARRIVED BEFORE JUNE 29, 1906.

FACTS FOR PETITION FOR NATURALIZATION

Clerk of court and applicant should read these instructions carefully.

Clerks of courts should refuse to execute petitions for aliens who arrived in the United States after June 29, 1906, until certificate of arrival is furnished the clerk by the Bureau of Naturalization, after request of the alien on Form 2226. (See rule 5 of the Regulations.)

A copy of this form (2214) should be furnished by the clerk of court to each applicant for a petition for naturalization who arrived in this country on or before June 29, 1906, so that he can at his leisure fill in the answers to the questions.

The clerk of the court must collect the fee of $4 before he commences to fill out the petition.

No fee is chargeable for this blank or for the execution thereof by the clerk or deputy clerk.

After being filled out, this form is to be taken by the applicant to the clerk, to be used by him in properly filling out the petition.

Witnesses must be citizens of the United States. If any witness is a naturalized citizen, he must take his certificate of citizenship, or so-called second paper, to the court when the petition is filed, and also when it is heard by the court.

My name is .....
(Alien should state here his true, original, and correct name in full.)

Also known as .....
(If alien has used any other name in this country, that name should be shown on line immediately above.)

State any change you want made in your name .....

1. My place of residence is .....
(Number and name of street.) (City or town.)
..... (County.) (State, Territory, or District.)

2. My present occupation is .....

3. I was born on the ..... day of ....., 1....., at .....
(City or town.)
..... (Country.)

4. I emigrated to the United States from .....
(Place where alien got on ship or train to come to the United States.)
..... (Country.), on or about the ..... day of ....., 1.....,
and arrived in the United States at the port of ....., ...
(Port of arrival.) (State.)
on the ..... day of ....., 1....., on the vessel .....
(If the alien arrived otherwise than by vessel, the character of conveyance or name of transportation company should be given.)

5. I declared my intention (No. .....) to become a citizen of the United States on the ..... day of .....,
19....., at ....., in the ..... Court of .....
(Location of court.)

6. I am.....married. My wife's name is.....
(Petitioner, if a widower, should give the name of his wife when living, and state place of her birth, and fact of her death; if not married, he should enter "not" in first sentence.)
She was born on the.....day of....., 1....., at.....
.....
(Country.) ....., and now resides at.....
(City or town.)
.....
(City or town.) (Number and street.)
I have.... .....children, and the name , date , and place of birth, and place of residence of each of said children is as follows:
....., born.....day of....., 1....., at.....; resides at.....
...., born.....day of....., 1....., at.....; resides at.....
....., born.....day of....., 1....., at.....; resides at.....
....., born.....day of....., 1....., at.....; resides at.....
...., born.....day of....., 1....., at.....; resides at.....
..... , born.....day of....., 1....., at.....; resides at.....
....., born.....day of....., 1....., at.....; resides at.....
...., born.....day of....., 1....., at.....; resides at.....
7. I now owe allegiance to.....
(State or country.)
(Name of sovereign and country of which alien is now a subject.)

8. I am able to speak the English language.

9. I have resided continuously in the United States since the.....day of....., 1.....
and in the {State / Territory / District} of.....since the.....day of.....

10. I have.....heretofore made petition for United States citizenship.
(If petitioner has heretofore made application for citizenship, the facts required should be fully stated in the following blanks:)
I previously petitioned for citizenship to the.....
.....
(City or town.) Court, at
on the.....day of....., 1....., which was denied for the following reason:
(State, Territory, or District.)
.....
The cause of such denial has since been cured or removed.
Give names, occupations, and residence addresses of two witnesses, citizens of the United States, who have known you for at least five years, last past, as a resident of the State in which petition is made, who will make affidavit that you are a person of good moral character, that you are qualified in every way to be admitted a citizen of the United States, and who will appear with you before the clerk when petition is filed, and also be present at the hearing of the petition by the court.

If you have resided in the State in which petition is made for at least one year, last past, but less than five years, the two witnesses must verify the entire period of residence within said State, and the remaining portion of the five years' residence in some other State must be proved at the hearing by the testimony of the same or other witnesses appearing in person, or by depositions taken under section 10 of the naturalization act of June 29, 1906. The required form for notice to take depositions may be obtained from the clerk of court when petition is filed.

.....
(Name.) (Occupation.) (Residence address.)
.....
(Name.) (Occupation.) (Residence address.)

Names of witnesses, also citizens, who will be substituted by me if those appearing with me at the time of filing my petition for naturalization are unable to appear at the time of the hearing —

.....
(Name.) (Occupation.) (Residence address.)
.....
(Name.) (Occupation.) (Residence address.)

Each of the above-named witnesses has known me in the United States since at least.....
(Year) (Month)
....and in the State of.....since at least.....
(Month) (Year)

I herewith present my Declaration of Intention to become a citizen of the United States.

1. He must go with his **First Papers** to the **Clerk** of one of the Courts specified above, though not necessarily the same court to which he went before.

   If he came to the United States **before June 29, 1906,** he should apply for a blank form called, "**Facts for Petition for Naturalization.**" This paper should be filled out, and returned to the Clerk with **Four Dollars.** Or, if he came into the United States **after June 29, 1906,** he should apply for a blank form called, "**Request for Certificate of Arrival.**" (See pages 157–158.) This paper should be filled out and mailed to Washington according to directions given. Then the applicant must **wait** until notified by the Clerk to appear. When so notified he should go to the Court with **Four Dollars.**
2. In either of above cases when the applicant returns to court he must bring with him **Two Witnesses.** They must be citizens of the United States and if naturalized should bring their Certificates with them.

   These Witnesses must make affidavit that they have known the applicant to be a resident of the United States **continuously** for at least five years next preceding the date of his petition and of the State at least one year; that they know he is of good moral character and qualified to become a citizen.

   If the applicant has not lived in the State long enough to get witnesses who have known him five years, he may (1) Procure two witnesses who will make affidavit that they have known him to be a resident of the State for at least **one year;** and (2) Procure, through the Clerk, the **Depositions** (or statements sworn to before a Notary Public, Justice of the Peace or Clerk of the Court) of two other citizens who have known him the **Rest** of the

REQUEST FOR CERTIFICATE OF ARRIVAL

FOR THE USE OF ALIENS ARRIVING AFTER JUNE 29, 1906

U. S. DEPARTMENT OF LABOR

NATURALIZATION SERVICE

COMMISSIONER OF NATURALIZATION,
U. S. DEPARTMENT OF LABOR,
WASHINGTON, D. C.

SIR: I came to this country after June 29, 1906. Please obtain a certificate showing my arrival in the United States and forward it to the Clerk of the.....
(Give on these two lines title of court, and city or town, and county and

.....
State where court is located in which the petition will be filed.)

for filing as the law requires, with the petition for naturalization which I intend to file in that court.

In the accompanying statement I have given the date I landed and the place of my arrival and shown the facts which will go in my petition for naturalization when it is filed.

Respectfully,

.....
(Sign name in full.)

.....
(Give address here.)

ONLY ALIENS WHO ENTERED THE UNITED STATES THROUGH CANADA OR MEXICO SHOULD ANSWER THE QUESTIONS ON THIS PAGE, AND THEY SHOULD BE ANSWERED IN ADDITION TO THE OTHER QUESTIONS ON THE REMAINING PAGES

Refer to your passport, ship's card, and baggage labels, if you have any, to help you answer these questions. Mail your passport or ship's card to the Bureau of Naturalization with this form and it will be returned after it has been examined.

1. My full name as given at time of sailing from Europe was .....
2. My age as given at time of sailing from Europe was .....
3. I sailed on the vessel .....
(Give name. If you can not remember name of vessel, give the line.)
4. The following are the names of the members of my family who came with me and other passengers on the vessel on which I sailed .....
5. I arrived at seaport of ....., in Canada, Mexico,
on ..... (Month.) ....., (Day.) ....., (Year.)
6. My destination in Canada Mexico was .....
(If alien informed immigration authorities at port of embarkation and at port of arrival in Canada or Mexico that he had no intention of remaining in that country, please so state.)
7. I was going to join .....
(Here give name of person and address.)
8. I was .....examined for admission into the United States at .....
(If not examined, write "not" in blank space.)
(If you were examined on a train, state this fact also.)
9. My full name as given when examined for admission into the United States was .....
10. I entered the United States on ....., ..., ...
(Month.) (Day.) (Year.)
at .....
(Give name of place at border of the United States.)

necessary five years, in the State where he previously lived.

Caution — Witnesses must be able to state quickly where and when they first met the applicant.

They must be able to account for the **entire five years** of residence without gaps.

After filing his Petition for Naturalization

The applicant must wait at least **ninety days.** During this time he should

1. Remain in the United States.
2. Read the **Constitution of the United States,** and prepare himself to answer such questions as those on pages 162–165 on government in the United States. Read the "Important Facts" on pages 166–168.
3. Make sure that his two witnesses will appear with him in Court again.

   If they are sick or absent he may find two others who can swear to the same facts, subject to the rules of the Court governing the substitution of witnesses. (The Superior Court requires notice to the Clerk ten days before the hearing day.)

   If they refuse to appear he should tell the Clerk of the Court, who will compel them to do so. But in this case the applicant must first deposit with the Clerk a sum of money to cover the legal witness fees.
4. Appear before the United States Examiner at the time and place named in a notice he will receive.

Hearing

After **ninety days** have passed the applicant must go, when notified, or on one of the **Special Days** set for hearings by the Court, to the **same Court** with his **two witnesses.**

1. The **Witnesses** must testify as to the applicant's residence, moral character and attachment to the principles of the Constitution.

2. The **applicant** will be

Examined as to his knowledge of **Government** in the **United States.**

Required to take oath that he will support and defend the **Constitution and laws of the United States** and that he renounces all allegiance to any foreign prince or country and to renounce any hereditary title he may have borne.

OATH OF ALLEGIANCE

The **Oath of Allegiance** is a sworn statement made in open court that the applicant will be loyal to the **Constitution of the United States.**

This oath is as follows: —

"I hereby declare on oath, that I absolutely and entirely renounce and abjure all allegiance and fidelity to any foreign prince, potentate, state or sovereignty and particularly to (name of sovereign of country) of whom I have heretofore been a subject; that I will support and defend the Constitution and Laws of the United States of America against all enemies, foreign and domestic, and that I will bear true faith and allegiance to the same."

Certificate of Citizenship

When these things have been done to the satisfaction of the Judge of the Court, the Clerk will write and give or mail to applicant the **certificate of citizenship.**

GENERAL SUGGESTIONS

1. **Lost Papers**

If papers have been lost, duplicates may be obtained by applying to the clerk. But applicant must **prove** that the papers have been lost.

2. **Penalties**

There is a heavy penalty for perjury, securing papers

by fraud, or having papers illegally in one's possession.

3. **The Applicant** may, if he desires, have his name changed at the time of his admission to citizenship by application to the Court at his final hearing.

4. **The following classes of persons,** if over twenty-one years of age, may petition for naturalization without taking out **First Papers:** —

Children of a person who has taken out **First Papers,** but dies before naturalization, who were minors at the time of his death.

An honorably discharged soldier or member of the Navy may be naturalized in any Court without lapse of time or payment of fees.

Practically the same thing holds good in regard to seamen who have served for three years or more on vessels of the United States; also to those who have served for three years or more in the Marine Corps or Naval Auxiliary Service and who may secure an honorable discharge. However, they must have their first papers, secure Certificates of Arrival and pay the necessary fee.

There are certain persons, not naturalized, who had resided continuously in the United States for five years or more before July 1, 1914, and had supposed, because of incorrect information, that they had completed all arrangements necessary in order to become citizens or believed that they had already become citizens. If they were then qualified to become citizens of the United States, they may make a special petition for naturalization, without being required to produce first papers.

INFORMATION FOR APPLICANT AT FINAL HEARING

An applicant must satisfy the judge that he has a certain knowledge of Government. Our Government is what is termed a republican form of Government, a form in which

the people rule through their chosen representatives, and has for its basis the Constitution of the United States. This Constitution divides the Government into three branches: First, **Legislative**; second, **Executive**; and third, **Judicial.**

The applicant should get a copy of the Constitution and study it carefully, so that he can answer questions similar to the following, when they are asked by the Judge.

The Government of the United States

The Legislative Branch

Q. What does the Legislative Branch do?
A. It makes the laws for the Country.
Q. What is the Legislative Branch called?
A. Congress.
Q. How is Congress made up?
A. It is made up of two branches, the House of Representatives and the Senate.
Q. How is the House of Representatives made up?
A. Of Representatives elected from each State. Each State is divided into congressional districts of practically equal population and one member of the House of Representatives is elected from each district.
Q. How are these Representatives elected?
A. By direct vote of the people. The size of each Congressional District is determined by Congress after each National Census. At present it averages a little over 200,000 people in each district.
Q. How long does a Representative hold office?
A. Two years.
Q. How many Representatives in Congress has this State?
A. ——— has ———.
Q. Who is the Representative from your district?
A. (*Applicants should find out their district and name of their Congressman.*)

Q. How is the Senate made up?
A. Of two members from each State, chosen by direct vote of the people.
Q. How long does a Senator hold office?
A. Six years.
Q. Who are the Senators from your State?
A. ——— and ——— (*Applicants should know the names of Senators from their State.*)
Q. What are members of the House of Representatives called?
A. Congressmen.
Q. What are members of the Senate called?
A. Senators.
Q. What is the presiding officer of the House of Representatives called?
A. Speaker of the House.
Q. How is he chosen?
A. He is elected by the members of the House.
Q. What is the presiding officer of the Senate called?
A. President of the Senate.
Q. How is he chosen?
A. The Vice-President of the United States is always President of the Senate.
Q. How are laws made by Congress?
A. After a bill is passed by both houses of Congress, it is submitted to the President for his approval. If he signs it, it becomes a law; if he takes no action on it, it becomes a law after ten days without his signature. If he disapproves it, he returns it to the house out of which it originated, with his objections. If the bill is then passed by two thirds of the members of each house, it becomes a law over the President's veto.

The Executive Branch

Q. What does the Executive Branch of the Government do?
A. It executes and enforces the laws.
Q. Who is in charge of the Executive Branch?
A. The President of the United States and those who are appointed by him for that purpose.
Q. How is the President elected?
A. By Presidential electors elected by the people of all the States. Each State is entitled to as many electors as it has Congressmen and Senators added together.
Q. How long is the President elected for?
A. Four years.
Q. Who would become President if the President died?
A. The Vice-President, who is elected at the same time and in the same manner as the President.
Q. Has the President any control over Congress?
A. No, except that he can veto any law passed by Congress, but Congress can pass the law over his veto by a two-thirds vote.
Q. What power has the President?
A. The power of enforcing the laws of the United States through civil officers — the courts and different departments of the Government and if necessary through the Army and Navy; the President is commander in chief of the Army and the Navy.
Q. Who is now the President of the United States?
A. (*The applicant should know the name of the President.*)

The Judicial Branch

Q. What does the Judicial Branch do?
A. It decides whether or not laws passed by the Legis-

lative Branch are in accordance with the Constitution and enforces the laws.

Q. Who is in charge of the Judicial Branch?

A. The Supreme Court and such lower courts as have been established by Congress.

Q. What is the Supreme Court?

A. Nine judges appointed by the President with the consent of the Senate.

Q. What is the term of office of a Supreme Court judge?

A. He holds office if he wants to for life or during good behavior.

Q. Where does the President, Congress and the Supreme Court sit?

A. At Washington, District of Columbia, the capital of the United States.

The State Governments

The United States is made up of forty-eight different States, each of which has a separate Government of its own. Each State has its own constitution which does not conflict in any way with the Constitution of the United States. Each State has the same form of Government as the United States, comprising a Legislative, an Executive, and a Judicial Branch.

The Legislative Branch is the Legislature, made up of the House of Representatives and Senate; the Executive Branch is in charge of the Governor, and men he appoints; and the Judicial Branch is made up of a Supreme Judicial Court and various lower courts.

Laws are made by the State Legislature for the State in a manner very similar to those made by Congress for the United States; and the Governor and Lieutenant-Governor and members of the State Legislature are elected by direct vote of the citizens.

Counties, Cities, and Towns

States are subdivided into counties, cities, and towns. A county is a division of a State set apart for the purpose of aiding in the carrying-on of the Judicial Branch of the Government. The officers elected in a county as a rule are, County Commissioners, Sheriff, Clerk of Courts, and Register of Deeds, etc. In cities, the Government is based upon a charter granted by the State Legislature. The principal officers are the Mayor, and City Council, and others, depending on the designations in the City Charter.

A Town is a small community which governs itself through the "Town Meeting," in which all voters are allowed to take part. The chief officers are called selectmen.

THINGS TO BE DONE BY THE PROSPECTIVE VOTER

1. He should be enrolled on the **Assessors' List** made up by the assessors of his city or town.
2. He should be enrolled on the **Voting List,** which is made up from the Assessors' List by the Registrars of Voters.

   In order to get on this **Voting List,** the naturalized citizen must appear before the Registrars of Voters in his city or town, present his naturalization papers, and make oath that he is the person named therein. He will then be given a section of the Constitution to read, and be asked to sign his name in the registration book.

   After giving other information, such as age, weight, etc., he becomes a **Qualified Voter.**

IMPORTANT FACTS IN UNITED STATES HISTORY

PRESIDENTS OF THE UNITED STATES

1. George Washington, Virginia, 1789–1797.
2. John Adams, Massachusetts, 1797–1801.
3. Thomas Jefferson, Virginia, 1801–1809.
4. James Madison, Virginia, 1809–1817.

5. James Monroe, Virginia, 1817–1825.
6. John Quincy Adams, Massachusetts, 1825–1829.
7. Andrew Jackson, Tennessee, 1829–1837.
8. Martin Van Buren, New York, 1837–1841.
9. William H. Harrison, Ohio (one month in office), 1841.
10. John Tyler, Virginia (balance of term), 1841–1845.
11. James K. Polk, Tennessee, 1845–1849.
12. Zachary Taylor, Louisiana (1 year and 4 months in office), 1849–1850.
13. Millard Fillmore, New York (balance of term), 1850–1853.
14. Franklin Pierce, New Hampshire, 1853–1857.
15. James Buchanan, Pennsylvania, 1857–1861.
16. Abraham Lincoln, Illinois (one term and 6 weeks), 1861–1865.
17. Andrew Johnson, Tennessee (balance of term), 1865–1869.
18. Ulysses S. Grant, Illinois, 1869–1877.
19. Rutherford B. Hayes, Ohio, 1877–1881.
20. James A. Garfield, Ohio (6 months 15 days in office), 1881.
21. Chester A. Arthur, New York (3 years, 5 months, 15 days in office), 1881–1885.
22. Grover Cleveland, New York, 1885–1889.
23. Benjamin Harrison, Indiana, 1889–1893.
24. Grover Cleveland, New York, 1893–1897.
25. William McKinley, Ohio (one term and part of second), 1897–1901.
26. Theodore Roosevelt, New York, 1901–1909.
27. William H. Taft, Ohio, 1909–1913.
28. Woodrow Wilson, New Jersey, 1913–1921.
29. Warren G. Harding, 1921–

THE THIRTEEN ORIGINAL STATES

New Hampshire	New Jersey	Virginia
Massachusetts	Pennsylvania	North Carolina
Rhode Island	Delaware	South Carolina
Connecticut	Maryland	Georgia
New York		

THE STATES IN THE UNITED STATES

1. New Hampshire	8. Delaware	15. Kentucky
2. Massachusetts	9. Maryland	16. Tennessee
3. Rhode Island	10. Virginia	17. Ohio
4. Connecticut	11. North Carolina	18. Louisiana
5. New York	12. South Carolina	19. Indiana
6. New Jersey	13. Georgia	20. Mississippi
7. Pennsylvania	14. Vermont	21. Illinois

22. Alabama
23. Maine
24. Missouri
25. Arkansas
26. Michigan
27. Florida
28. Texas
29. Iowa
30. Wisconsin
31. California
32. Minnesota
33. Oregon
34. Kansas
35. West Virginia
36. Nevada
37. Nebraska
38. Colorado
39. North Dakota
40. South Dakota
41. Montana
42. Washington
43. Idaho
44. Wyoming
45. Utah
46. Oklahoma
47. New Mexico
48. Arizona

TERRITORIES and INSULAR POSSESSIONS

District of Columbia
Alaska
Hawaii
Porto Rico
Philippine Islands
Guam
Tutuila Group, Samoa
Wake Island
Panama Canal Zone
Virgin Islands

II. PREPARATION FOR CITIZENSHIP

A RECOMMENDED COURSE OF READING

1. **English for Foreigners.** By Sara R. O'Brien. In two books.

   In Book One, which is designed for beginners, personal habits and the common occupations of home are made the basis of numerous lessons. There are also exercises in penmanship, especially on difficult combinations of letters. Later, business forms, the scope of the various departments of the government, and the duties of citizenship are carefully explained.

   Book Two is prepared for pupils who have already acquired some knowledge of oral and written English. The reading lessons are devoted to vital topics in geography, American history and government, the choice of a vocation, and the appreciation of ethical standards which make for a truer and better understanding of life.

2. **Civics for New Americans.** By Mabel Hill and Philip Davis.

3. **Representative Cities of the United States.** By Caroline W. Hotchkiss.

   Each of the cities described is the center of the industries and life of a section. After reading this book, one will understand why and how the location of certain cities has advanced their development, and that places far separated may have interests in common.

4. **A History of the United States.** By Reuben Gold Thwaites and Calvin Noyes Kendall.

   This book recounts the essential facts and events in United States history. The evolution of the country from the earliest explorations and discoveries to the present industrial development is clearly traced.

5. **The Constitution of the United States.**

   The text of the Constitution and an outline for its study are included in the appendix of Thwaites and Kendall's History of the United States.

6. **Preparing for Citizenship.** By William B. Guitteau.

   This book gives in simple language a very clear explanation of how and why governments are formed, what government does for the citizen, and what the citizen owes to his government. All necessary facts regarding local, state, and national government are given, with the main emphasis upon the practical aspects of government. The book concludes with an inspiring expression of our national ideals of self-reliance, equality of opportunity, education for all, and the promotion of international peace.

7. **Manual of Parliamentary Practice.** By Luther Stearns Cushing.

   This manual presents the "rules of order" usually followed by deliberative bodies.

Other books which may profitably be read in connection with this course — although they do not form an essential part of it: —

American Hero Stories. By Eva March Tappan.

An Elementary History of Our Country. By Eva March Tappan.

This book is much briefer and simpler than the history by Thwaites and Kendall. In it is printed the Declaration of Independence.

The Story of Christopher Columbus. By Charles W. Moores.

George Washington. By Horace E. Scudder.

Washington's "Farewell Address to the American People" is a speech with which all citizens should be familiar.

The Life of Abraham Lincoln. By Charles W. Moores.

Lincoln's "Address at Gettysburg" is the most famous American oration. All citizens should know it by heart.

Government and Politics in the United States. By William B. Guitteau.

This is a longer and more detailed account of our government than is given in *Preparing for Citizenship.*

III. A CLUB CONSTITUTION

On page 96 of this book reference is made to the great benefits to be obtained through membership in a self-governing club. The following "Model Constitution" will prove helpful to any group of New Americans desiring to organize such a club: —

MODEL CONSTITUTION FOR NEW AMERICAN CLUBS

Article 1

Sec. 1. The name of this club shall be the New American Club.

Sec. 2. The object of this club shall be the study and discussion of the rights and duties of American citizens.

Sec. 3. While meeting in the Civic Service House the club and members shall be subject to the rules of the house.

ARTICLE 2

SEC. 1. The admission of members to this club shall be determined by a majority vote of the regular members present at the meeting.

SEC. 2. Candidates must be proposed by a member at a regular meeting.

ARTICLE 3

SEC. 1. The officers of this club shall be: —

1. President.
2. Vice-President.
3. Recording Secretary.
4. Financial Secretary.
5. Treasurer.
6. Executive Board.
7. Sergeant-at-Arms.

SEC. 2. Officers of this club shall be elected quarterly.

SEC. 3. The duties of the president shall be to preside at all business meetings and perform all the duties connected with that office. The vice-president is to preside whenever the president is absent. He shall also act as chairman at special meetings.

The duties of the other officers shall be such as usually appertain to these positions in other associations.

SEC. 4. The order of business shall be: —

1. Minutes.
2. Roll-call.
3. Old business.
4. Reports of committees and delegates.
5. New business.

ARTICLE 4

SEC. 1. Meetings shall be held every other Sunday, at 3.30 P.M.

SEC. 2. The dues shall be twenty cents per month.

Sec. 3. The expenses of the committees appointed at regular meetings shall be paid by the club.

Sec. 4. This constitution may be amended by a *two-thirds* vote by the members of the club.

Article 5

Sec. 1. Any member who is absent three meetings in succession, shall be notified by the Financial Secretary to prepare a satisfactory explanation of the cause of the absence to the Financial Secretary. If he fails to appear at the next meeting he is thereby suspended from the club.

Sec. 2. The re-admittance of suspended members shall be decided by a majority vote present at a stated meeting.

IV. FORM OF A PETITION

In most States, only day sessions of the courts having jurisdiction over naturalization are held. It will be readily appreciated, however, that night sessions — which have been legalized in certain States — would prove a great convenience not only to applicants for naturalization, but also to their witnesses. It is possible that a movement toward this end may commend itself to more than a few clubs of New Americans; and the appended blank form for a petition will, in that event, be found useful. The same form, of course, with the necessary verbal changes, will serve as a model for any petition that any group of people may choose to present to any authority. The text of this book makes several allusions to movements which may be effectively instituted through the medium of a petition: —

UNITED STATES DISTRICT COURT

DISTRICT OF MASSACHUSETTS

In the matter of Petition for the holding
of Naturalization Sittings during the evening.

PETITION

To the Honorable District Court of the United States, for the District of Massachusetts.

Your petitioners respectfully represent that the need of night sessions of this Court for naturalization purposes is great and growing. The substantive requirements for citizenship are severe enough without placing the additional burden upon the prospective citizens of causing a loss of wages during working hours to himself and the witnesses needed to prove his residence and personal qualifications.

The extent of the difficulties in the way of obtaining final naturalization is apparent from the fact that of all those who make a "Declaration of Intention" and pay the fee, only about one sixth are admitted finally to citizenship. This is a condition greatly to be deplored by all, and your petitioners believe that it can be remedied largely through the holding of night sessions of this Court during hours when neither the applicant nor his witnesses will suffer the possible loss of their positions or wages in order to be present.

Wherefore, your petitioners pray that night sessions of this Court be held for purposes of naturalization during such hours as may be deemed expedient in conformity with the foregoing.

NAME	STREET, NUMBER	CITY	STATE
.....	.....	.....	.....
.....	.....	.....	.....
.....	.....	.....	.....
.....	.....	.....	.....
.....	.....	.....	.....
.....	.....	.....	.....
.....	.....	.....	.....
.....	.....	.....	.....

V. A FINAL WORD TO NEW AMERICANS

AN EXCERPT FROM PRESIDENT WILSON'S SPEECH BEFORE FOUR THOUSAND NEWLY NATURALIZED CITIZENS, IN PHILADELPHIA, MAY 10, 1915

You have just taken an oath of allegiance to the United States. Of allegiance to whom? Of allegiance to no one, unless it be to God. Certainly not of allegiance to those who temporarily represent this great Government. You have taken an oath of allegiance to a great ideal, to a great body of principles, to a great hope of the human race. You have said, "We are going to America," not only to earn a living, not only to seek the things which it was more difficult to obtain where you were born, but to help forward the great enterprises of the human spirit — to let men know that everywhere in the world there are men who will cross strange oceans and go where a speech is spoken which is alien to them, knowing that, whatever the speech, there is but one longing and utterance of the human heart, and that is for liberty and justice.

And while you bring all countries with you, you come with a purpose of leaving all other countries behind you — bringing what is best of their spirit, but not looking over your shoulders and seeking to perpetuate what you intended to leave in them. I certainly would not be one even to suggest that a man cease to love the home of his birth and the nation of his origin — these things are very sacred and ought not to be put out of our hearts; but it is one thing to love the place where you were born and it is another thing to dedicate yourself to the place to which you go. You cannot dedicate yourself to America unless you become in every respect and with every purpose of your will thorough Americans. . . .

It is a very interesting circumstance to me, in thinking of those of you who have just sworn allegiance to this

great Government, that you were drawn across the ocean by some beckoning finger of hope, by some belief, by some vision of a new kind of justice, by some expectation of a better kind of life.

No doubt you have been disappointed in some of us; some of us are very disappointing. No doubt you have found that justice in the United States goes only with a pure heart and a right purpose, as it does everywhere else in the world. No doubt what you found here did n't seem touched for you, after all, with the complete beauty of the ideal which you had conceived beforehand.

But remember this, if we had grown at all poor in the ideal, you brought some of it with you. A man does not go out to seek the thing that is not in him. A man does not hope for the thing that he does not believe in, and if some of us have forgotten what America believed in, you, at any rate, imported in your own hearts a renewal of the belief. That is the reason that I, for one, make you welcome. . . .

So, if you come into this great nation as you have come, voluntarily seeking something that we have to give, all that we have to give is this: We cannot exempt you from work. No man is exempt from work anywhere in the world. I sometimes think he is fortunate if he has to work only with his hands and not with his head. It is very easy to do what other people give you to do, but it is very difficult to give other people things to do. We cannot exempt you from work; we cannot exempt you from the strife and the heart-breaking burden of the struggle of the day — that is common to mankind everywhere. We cannot exempt you from the loads that you must carry; we can only make them light by the spirit in which they are carried. That is the spirit of hope, it is the spirit of liberty, it is the spirit of justice.

VI. TWO NATIONAL ANTHEMS

THE STAR-SPANGLED BANNER

In 1813, the United States and Great Britain were at war. A fleet of British warships was sent to attack Fort McHenry, near Baltimore. On the day before the bombardment, Francis Scott Key, a Baltimore gentleman, was visiting the British fleet in the harbor, to arrange for an exchange of prisoners. He was not permitted to leave for home during the bombardment, which lasted throughout the whole night. From the deck of one of the vessels he watched anxiously, hour after hour, fearing that the flag of Fort McHenry might be hauled down in token of surrender. His great joy at seeing the "Stars and Stripes" still floating triumphantly at the dawn of the new day, was expressed in a thrilling song, *The Star-Spangled Banner*, which he wrote on the back of a letter. A few hours later it was sung in public by an actor in the city. Within a few weeks Americans everywhere were familiar with the verses. The song is now generally recognized as our most distinctive national anthem. Every one should become familiar with the music, which is frequently played at public gatherings. The audience should stand while it is being played.

O SAY, can you see, by the dawn's early light,
What so proudly we hailed at the twilight's last gleaming —
Whose broad stripes and bright stars, through the clouds of the fight,
O'er the ramparts we watched were so gallantly streaming!
And the rocket's red glare, the bombs bursting in air,
Gave proof through the night that our flag was still there;
O! say, does that star-spangled banner yet wave
O'er the land of the free, and the home of the brave?

On that shore dimly seen through the mists of the deep,
Where the foe's haughty host in dread silence reposes,
What is that which the breeze, o'er the towering steep,
As it fitfully blows, now conceals, now discloses?
Now it catches the gleam of the morning's first beam,
In full glory reflected now shines on the stream;
'T is the star-spangled banner; O long may it wave
O'er the land of the free, and the home of the brave!

And where is that band who so vauntingly swore
That the havoc of war and the battle's confusion
A home and a country should leave us no more?
Their blood has washed out their foul footsteps' pollution.
No refuge could save the hireling and slave
From the terror of flight, or the gloom of the grave;
And the star-spangled banner in triumph doth wave
O'er the land of the free, and the home of the brave.

O! thus be it ever, when freemen shall stand
Between their loved homes and the war's desolation!
Blest with victory and peace, may the heav'n-rescued land
Praise the power that hath made and preserved us a nation.
Then conquer we must, when our cause it is just,
And this be our motto — "*In God is our trust*":
And the star-spangled banner in triumph shall wave
O'er the land of the free, and the home of the brave.

FRANCIS SCOTT KEY.

AMERICA

My country, 't is of thee,
Sweet land of liberty,
Of thee I sing;
Land where my fathers died,
Land of the pilgrims' pride,
From every mountain-side
Let freedom ring.

My native country, thee,
Land of the noble free, —
Thy name I love;
I love thy rocks and rills,
Thy woods and templed hills;
My heart with rapture thrills
Like that above.

Let music swell the breeze,
And ring from all the trees,
Sweet freedom's song;
Let mortal tongues awake,
Let all that breathe partake,
Let rocks their silence break, —
The sound prolong.

Our fathers' God, to Thee,
Author of liberty,
To Thee I sing;
Long may our land be bright
With freedom's holy light;
Protect us by thy might,
Great God our King.

Samuel Francis Smith.

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